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**THE DEVELOPMENT OF THE PRIMARY ADVISORY SERVICE
IN SCOTTISH EDUCATION
BETWEEN 1965 and 1985**

by

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**for the Degree of MLitt
in the Department of Education
University of Glasgow**

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SUMMARY

This study has two principal aims. The first is to chart the growth and development of the Advisory Service in Scottish Primary Education between 1965 and 1985. The second aim is to describe what it is that primary advisers do, to set out what they themselves think about their work, and to discuss the implications of these findings.

The Introduction explains the background to the study and outlines the methodology employed. Limitations and gaps in the existing literature are identified, and the need for a comprehensive and systematic investigation is established. Major educational documents, both national and local, serve as a useful starting point, and these are supplemented by information gathered from questionnaires and interviews.

Chapter I deals with the decade 1965-75 in Scottish primary education, and identifies the principal issues which emerge from a study of the 1965 Primary Memorandum. Here the emphasis is on the challenge contained in this document - the need for change, in theory and in practice, the importance of developing

better links within the education service and the demand for increased professionalism in the teaching force. The role of a developing advisory service is examined in relation to these trends, and attention is drawn to the repercussions of the growth of this new group - the advisers - for the traditional roles of the Colleges of Education, Her Majesty's Inspectorate and the schools themselves.

Chapter II contains an examination of the political and economic context of education between 1975 and 1985, an analysis of the significant educational documents published during this period, and a description of the development of the advisory service during these years. The implications for education during a period of contraction and increased scrutiny of public spending are discussed. Despite these constraints, it is argued that there emerged a recognition of the comprehensive role of the adviser as facilitator, resourcer, liaison, monitor and supporter.

Chapter III presents a profile of the advisory service, drawing on information supplied by advisers themselves through questionnaires and interviews. Among the issues which emerge are a wide variation in the numbers

of schools for which advisers are responsible, the existence of a complex pattern of remits, the lack of any uniform pattern growth, and a diversity in the way in which the service is managed.

Chapter IV explores the role of the adviser in relation to the management of change. Havelock's model of educational change provides the main basis for the discussion, and use is made of information drawn from the questionnaires and interviews. An attempt is made to evaluate the effectiveness of the adviser in the role of change agent.

In Chapter V consideration is given to the kind of liaison which has developed between the advisory service and other agencies in Scottish education. Discussion focusses on the nature of the partnership between advisers and the Colleges of Education, Her Majesty's Inspectorate and COPE.

In Chapter VI attention is drawn to the emergence of different kinds of work patterns and new demands on adviser's time. The introduction of the Parents' Charter along with an increasing diversity of commitments have implications for the management of the

service especially in relation to the adviser's own developmental needs. The desirability of providing a systematic and relevant programme of professional development is emphasised.

Chapter VII deals with key aspects of the adviser's role in an attempt to identify if there is one aspect which receives priority and so gives an indication of the essential style and character of the service which has developed over the twenty year period. Consideration is also given to the way in which current events in education may alter the pattern of advisory work in the future.

INTRODUCTION

The Primary Advisory Service in Scotland emerged in its present form in the years following the publication in 1965 of a major SED report, Primary Education in Scotland, usually referred to as the Primary Memorandum. The service forms part of the overall management structure of the Education Department of local authorities, and while it is linked to the work of all other sections in education, it has a particular association with the directorate. The members of the service are mainly involved in advisory duties in relation to the curriculum and organisation of primary schools.

The present study is concerned first of all with an examination of the growth and development of the Advisory Service in Primary Education in Scotland from 1965 to 1985, and secondly, with the acquisition of information about what it is that primary advisers do, and also what they think about their work. It is the purpose of this introductory chapter to set out a rationale for undertaking this study, and to indicate the methodology employed.

Since 1965, there have been a considerable number of passing references to the primary advisory service in a whole range of documents concerned with primary education. Many of these comments are contained in reports and surveys issued by the Scottish Education Department [SED]. Other references are to be found in booklets published by the Committee on Primary Education [COPE] which is a subcommittee of the Consultative Committee in the Curriculum, now renamed the Scottish Consultative Council on the Curriculum. Information regarding the advisory service is also to be found in educational journals, especially the Times Educational Supplement Scotland [TESS]. In many instances the observations contained in these documents are not without value, although they tend to be of a limited nature. This is hardly surprising when one considers that their authors were interested in identifying broad educational issues which would attract the interest of a wide professional readership. It was never their intention to provide a coherent picture of the growth of the primary advisory service and its role in Scottish education.

There is, then, a lack of specific information in existing publications about the way in which the

service developed, and this suggests that there is a need to fill this gap by undertaking the present study. The reasons for the paucity of information are not difficult to understand, and since they are related to the growth of the service, it is appropriate that they should be identified at this point.

To begin with, the advisory service is a small one. Even at the present time, there are only sixty primary advisers for the whole of Scotland [listed by the Association of Educational Advisers in Scotland in January 1988]. In addition, the service had very humble beginnings, for while the Education Acts applying to England and Wales implied a requirement to establish an education advisory service, no such statutory injunction applied in Scotland in 1965. The Education Authorities Directory and Annual for 1966 records the existence of one person with a responsibility as a special organiser for primary schools [Aberdeen], another one with responsibility as a superintendent of Primary Methods [Edinburgh], and a third person who is designated as a Supervisor of Probationer Teachers [Perth and Kinross]. At this time advisers operated under various titles, the term

organiser being the one favoured by the authors of the Memorandum.

By 1968 the number of organisers or advisers had doubled to six, but such a small group could hardly be seen as a significant part of the range of agencies which operated in Scottish education. And so, while the writers of the Memorandum may well have envisaged an important role for advisers when they said, "organisers perform a valuable function in advising schools"(1) the reality in the early years was that there were very few of them. For this small number of people there were, of course, few opportunities for visibility at a national level, and little hope of making extensive contacts with large numbers of schools. Consequently, there was not much for anyone to write about. In addition, people need time to come to terms with new ideas before attempting to evaluate their influence and write about them, and it has to be acknowledged that the primary advisory service is relatively recent in origin.

In order to support this theory regarding the inadequacy of knowledge about the development of the

service, some examples of the kind of information which is available will now be considered.

The Primary Memorandum does contain comments about the work of the adviser. These are, however, couched in very general terms and characterised by brevity. For example, in the following statement a number of roles are identified for the adviser, but there is no attempt to discuss their implications in relation to practical outcomes:

"In the present era their [advisers] most useful contribution is to initiate and guide development and experimentation, and to arrange courses and conferences for teachers".(2)

These deficiencies in information did not pass unnoticed by those whose work was affected by the appointment of advisers, and caused one headteacher to express his views, somewhat cynically:

"As was pointed out recently by a writer in the Scottish Educational Journal, the functions of the primary adviser are not clear, perhaps deliberately so".(3)

The need for clarification was recognised, however, in some quarters, and in 1975, Strathclyde Region issued a

paper entitled "The Advisory Service" which was a Report by the Director of Strathclyde(4). In this paper the functions of advisers were listed, and the following summary indicates the range and variety of duties:-

advice to schools and to the director of education,
in-service training, promotion of curriculum development,
assistance with recruitment and placement of teachers,
advice to the director on staffing matters,
assistance with monitoring of requisitions and the planning of new schools, and
the arrangement of course and festivals for pupils.

The Director also included an acknowledgement of the potential contribution which he thought advisers could make:

"the quality of the education service depends to a significant extent on the performance of these functions by qualified and experienced officers"(5).

While this report may have clarified some issues for the advisory service and the directorate in Strathclyde, it is unlikely that it made any contribution to a headteacher's understanding of the work of the adviser. In the first place, the report was issued for internal use within the advisory service

and secondly, the statements were characterised by brevity and simplification. One wonders for instance, if the author was aware of the potential for conflict in a role which involves giving:

"advice to schools and to the director of education in all matters relating to their field".(6)

This statement gives no indication of whose interests have priority in the adviser's daily round.

Eight years later [1983] Strathclyde Region issued another paper, "The Advisory and Related Support Services: A Report by the Director". This paper is of interest because of the recommendations about the ways in which the service should develop and expand, and two points deserve attention. The first of these concerns a proposal to nominate a Senior Primary Adviser who would:

"become responsible for coordinating special curricular initiatives, and supervising the work of tutors in the various fields where there is no specialist adviser".(7)

For the next seven years, however, nothing came of this idea in Strathclyde where, formally at least, all

advisers had the same rank and status. This was in contrast to the situation in Lothian Region where a hierarchical structure has been in operation since refinalisation in 1975. Tayside also has a senior adviser as does Highland Region.

The second point in the Strathclyde paper is related to the creation of an extended and changing support service which involved the appointment of staff tutors to back up the work of the advisers:

"Tutors are practising teachers seconded for short periods, usually two years, who concentrate their efforts on inservice training, bringing a regular injection of enthusiasm, new ideas and currently valid classroom experience to their work. The advisory and related support services are therefore a mixture of permanent and seconded staff who through their individual expertise and skills provide schools with the necessary support to change their curriculum and methods in response to a changing society".(8)

This recommendation was implemented in Strathclyde, and there are now a number of primary staff tutors in post. These numbers vary however, from one division in Strathclyde to another according to decisions regarding staffing at local levels.

Other regional authorities have also issued papers for internal use. In 1984, Grampian Region produced "The Role of the Adviser in Primary Education in Grampian Region". As one would expect, there are similarities with the papers available in other education authorities, especially in relation to the duties of the adviser. There are however, some significant differences. For example, there is no reference in the Grampian paper to the need to develop a staff tutor support service, nor is there any mention of a proposal to introduce a hierarchical structure within the service. On the other hand, the authors lay considerable stress on the importance of cooperation and partnership, and they include a recommendation that advisers should be seen, "first and foremost as members of a Regional team"(9).

A Lothian paper, entitled "Advisory Service Division" [undated] has much in common with the papers already discussed, regarding the purpose and function of the service. Two points deserve some attention, however, because they deal with the issue of the boundaries between the schools and the advisers. Readers are reminded that although the adviser's advice "is available to the headteacher" it stops short of any

interference in the management of the school which "is of course, the responsibility of the headteacher". The other point is concerned with the practicalities of the monitoring aspect of the adviser's role, and there is a reminder that:

"it is not the purpose of the Adviser to inspect the work of teachers or pupils, but he may comment or report on work if invited to do so by the headteacher with the full understanding and agreement of those concerned"(10).

These references certainly provide useful insights into what it is that various local authorities expect of their advisers. The emphasis, however, is on the prescription rather than the practice, and the picture is therefore incomplete.

It is worth noting at this point, that a problem regarding a lack of detailed information about the advisory service in England and Wales was identified by the authors of the book, LEA Advisers and the Mechanisms of Innovation. In the Foreword, they make the following comment:

"it is surprising that so little systematic work has been done in a body whose activities have a strong influence on the educational

system"(11).

Later in the book they again draw attention to this deficiency:

"the literature on LEA advisers was, and continues to be, sparse, and very few research studies were discovered. Reliable information of even the most basic and straight forward kind about advisers is extremely difficult to obtain"(12)

These observations suggest that the situation in England and Wales bears a close resemblance to the one which prevails in Scotland, or at least it did, in 1978 when the English study was published.

It would not be true to say that there has been no research at all into the role of the adviser in Scotland, but since the studies undertaken so far deal mainly with the role of the adviser in the secondary field, there seems to be a strong case for a study which focusses on the work of the primary adviser. Two Glasgow University MEd theses have been completed, "The Role of the Advisory Service in the Lanark Division" by Leslie R Harkness [1979] and "The Changing Role of the Local Authority Educational Advisory Service" by Brian H Williams [1986]. In both of these studies, however,

the emphasis is on secondary education, and it has to be pointed out that significant differences exist between the advisory services in the primary and secondary sectors. In the first place, the service in the secondary field is very much bigger than that in the primary sector. Secondly, its members are concerned with subject specialisms, whereas primary advisers are expected to be conversant with general issues in primary education. Further, in the secondary sector, recruitment is generally from the level of principal teacher, and the service is characterised by a preponderance of male members. In contrast, primary advisers are usually recruited from the rank of primary headteachers, and there is a more equal distribution of the sexes. All of these factors make a difference to the ways in which the service is perceived in the two sectors, and they affect relationships between advisers and those with whom they work. These considerations give substance to the view that there is a need for a separate study of the primary advisory service.

To sum up, an attempt has been made to identify the kind of information which is currently available from a variety of sources regarding the development of the service, and it is evident that this is patchy and

limited. Within the education system itself little is made public about the service. The readership of papers relating to the adviser's role is very small and confined mainly to those already in post as advisers. Parents, and even some class teachers are often unaware of the role and function of the adviser. The fragmented knowledge which is available does not go very far in enlightening readers about ways in which advisers approach the task of "advising". Neither does it provide answers to questions regarding the morale and motivations of this group of people. It certainly does not provide a comprehensive picture of the development of the service.

It would seem therefore, that there is a satisfactory rationale for undertaking the present piece of work, in order to look more closely at a service which is perceived to have a significant contribution to make to Scottish education. The following quotations lend support to this last point:

"They [Advisers] are required, in the national context, to represent local views and to facilitate local development of new approaches; and in the local context to plan the future educational provision required to fulfil the objectives of local and national

thinking"(13). [1975]

And again, eleven years later, the value of the work done by the advisory service was acknowledged and praised by one local authority:

"the high quality of advice and support which he/she can provide both to schools and to the divisional education officer is crucial to achieving the goal of a well-resourced and well-motivated teaching force"(14) [1986]

In order to pursue this study, the intention in the following chapters is to examine major documents in primary education at both national and local level. This exercise should provide in the first place, a basis for identifying the key issues which affected primary education between 1965 and 1985, and secondly a framework within which to locate the advisory service. In later chapters, information supplied by advisers themselves will be looked at in order to reach some understanding about the kind of service which has developed and gain some insight into the nature of the adviser's role.

Methodology

A concise model of the sequence in which research can be conducted is offered by Nisbet and Entwistle in the book Educational Research Methods [1970] and seven stages are identified(15). Since reference will be made to them in several occasions in this section, a list of the stages is included at this point.

- 1 Identifying and precisely defining the problem
- 2 Reading previous research in relevant topics
- 3 Deciding on techniques to be used for collecting and analysing information
- 4 Selecting and defining the sample to be studied
- 5 Collecting the data
- 6 Processing, analysing and interpreting the results
- 7 Writing up the report

Bearing in mind the fact that no single method will work for every problem, and also that there are few problems which cannot be studied in more than one way, this model nevertheless provided the author with a useful reference point when decisions had to be made about ways to approach the planning of this study.

Nisbet and Entwistle feel that the initial stages in a research project should be concerned with the identification and definition of the problem, as well as with the reading of previous research. These stages have already been given consideration in this

introductory chapter, and so, attention is now focussed on the action to be taken at the next stage. The authors suggest that this is the point at which decisions should be taken regarding the particular techniques which will be used for collecting and analysing data. Mention has already been made of the proposal to gather information from the major educational documents, and to use this to build up a picture of the advisory service. This strategy has limitations, however, and it was acknowledged that there was a need to evolve other ways of supplementing the study of existing publications.

The questionnaire is one way of enabling the researcher to extend the range and scope of an investigation. It is also a recognised and widely used method of gathering information, and so, for these reasons it was adopted as part of the methodology of this study.

Two questionnaires were prepared. The first one was sent to all the primary advisers listed as members of the Association of Advisers in Primary Education in Scotland, and in post in 1984, with the exception of the present writer. This amounted to fifty-six. A letter which is included in the appendices explained

the purpose of the study, and accompanied the first questionnaire. The respondents were assured that in the written report there would be no identification of individuals.

The questions in the first questionnaire were concerned with obtaining information regarding the following matters; age, sex, academic and professional qualifications, teaching experience, time in post as an adviser, a brief description of remit, and information regarding the structure of the service in their region. Advisers were also asked to give some indication of their view of the job. There was a very positive response to this questionnaire, with fifty-two returns. And this in itself provided some justification for the method which was adopted. It was also evident that a large proportion of the respondents were prepared to return a questionnaire which was short and simple, and did not ask for sensitive personal information.

A stamped addressed envelope was provided for the returns, and advisers were asked to indicate whether they would be willing to receive a second questionnaire which contained questions of an evaluative nature related to the adviser's perception of his role at the

present time, as well as in the future. Again, anonymity was assured, and a stamped addressed envelope was enclosed for the reply. The second questionnaire was sent to the thirty-five advisers who indicated that they would be interested, and there were thirty-one returns. Respondents were asked to indicate at the end of the second questionnaire whether they would be willing to take part in a follow-up interview, and twenty-six of them replied in the affirmative.

The decision to include interviews in the methodology was taken for a number of reasons. In the first place the questionnaire method is often too limited for a complex topic which touches on the analysis and interpretation of behaviour and attitudes. Secondly, in this case, although the questionnaire had been constructed with care, it has to be said with hindsight, that there were instances where improvements could have been made in relation to terms which were not sufficiently well-defined. The interview, however, allows opportunities for two-way communication in which the meaning of the question and the response can be clarified. In addition, interviews provide an opportunity to see things from a broader perspective, and oral evidence can provide more data than the

written response can, in relation to routine events, distinctive working methods and relationships.

Nevertheless, the strategy of collecting data through interviews is not perfect either, and acquiring information in this way calls for skills and judgement on the part of the interviewer. The interview situation is far less structured than the one in which a questionnaire is administered, and consequently there are limitations in this approach. These points are very fully discussed by Anthony Seldon and Joanna Pappworth in By Word of Mouth(16). In chapter 2 of this book the authors draw attention to the problems which may be encountered by both the interviewee and the interviewer, and the reader is reminded of the limitations which are inherent in the nature of interviewing. For example, mention is made of the importance of being aware that there may be occasions when the person being interviewed can have an unreliable memory, indulge in deliberate falsification or excessive discretion. He may also give superficial answers, or over-simplified ones, be too modest or too conceited. With these factors in mind, the interviewer in this study felt that there was a need to convince everyone who might be involved at any stage in the

project of her serious intentions. Reference has already been made to the letter which accompanied the first questionnaire, and which was designed with this in mind.

Seldon and Pappworth also deal with other problems which may face the interviewer, and they point out the ways in which the selection of subjects for interviewing can materially affect the findings of any research project. For example, they suggest that interviewers should avoid just talking to those who hold certain views, because it is very easy to come away having learnt what one expected to hear(17). This point is also emphasised by Nisbet and Entwistle(18) and the interviewer is advised to choose a sample which has exactly the same characteristics as the whole population which is involved in the study. This is important so that the results obtained from the sample will, as far as possible, be the same as the results which would have been obtained from the whole population.

There is no doubt that making decisions regarding selection for interviewing certainly presented a problem in this study. For example, distance and time

were factors which affected decisions about selection, as was the issue of financial expenditure on travel. Because of these constraints it became evident that some advisers had a greater chance than others of being interviewed. Twenty-six advisers volunteered to be interviewed and these people represented a wide geographical spread - three from Tayside, four from Lothian, two from Borders, three from Highland, one from Central, one from Grampian and twelve from Strathclyde. A decision was taken to interview fifteen of these advisers, and an attempt was made to ensure a balanced sample. The final selection included some who worked in rural areas and some who worked in the conurbations. Recognition was also given to the following categories; those who had been a long time in the service as well as those who were recently appointed, those who worked in small regions as well as those who worked in the large ones, those who were promoted, as well as those who were not. Importance was also attached to the need to speak with advisers who had different remits eg a responsibility for Nursery and Early Stages, or for Upper School.

Information obtained from the two questionnaires provided a basis for structuring the questions for the

interviews. These questions were designed to elicit a more detailed picture of work patterns, levels of job satisfaction, and some assessment of the contribution which the service is making, and could make, to Scottish education in the future. A pretest was undertaken with an adviser colleague who was retiring from the service and was therefore ineligible for the interviews in the study. All the interviewees were contacted by telephone and given a general indication of the questions to be discussed. Summaries were made of all the interviews and these were sent to the interviewees for their perusal and amendment if necessary. A letter of thanks was also included.

In addition to the advisers who were interviewed it was decided to interview eight headteachers in order to gain the perspective of those whom the work of advisers is designed to help. The same safeguards and conditions operated on these occasions. The chairman of COPE, Mr George Paton also agreed to be interviewed. Summaries of all the interviews are included in the appendices.

To conclude, the comments made by Seldon and Pappworth provided useful reference points when considering

appropriate strategies for the interviews, and the seven stage model by Nisbet and Entwistle offered a supportive framework for decision making about the methodology. Stages 1 to 5 were particularly helpful in relation to the sequence of tasks to be undertaken at the early stages of the study. Stages 6 and 7 are concerned with processing, analysing and interpreting the results and with the writing up of the report, and these activities will provide the substance of the later chapters of this thesis.

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CHAPTER I
SCOTTISH EDUCATION AND THE PRIMARY ADVISORY SERVICE
1965-75

In this chapter the intention is:

- a to set the scene in Scottish Primary Education from 1965 until 1975,
- b to identify some of the major issues contained in the 1965 Primary Memorandum,
- c to trace the development of the Primary Advisory Service in the period under review.

a Context

From the end of the Second World War until the early nineteen seventies, educational planning and management were dominated by expectations of expansion. Major movements for educational reform began to gather momentum, and there was a general mood of optimism and confidence about the future. Denis Lawton's comments on education in the years between 1940 and 1950 are a reflection of views which were widely held in society. He writes:

"it could be assumed that not only was education 'a good thing', but that it was in safe hands."(1)

The nineteen fifties and early sixties were characterised by demands for more education, and also for increased resources. These trends put

pressures on the public purse, and at the same time encouraged assumptions and expectations about education. Peter Gosden says:

"The later 1950s and most of the 1960s have been described as golden years for educational investment. This was no doubt due in part to the current public mood of optimism and impatience, and the widespread belief in the value to the national economy of better schools."(2)

The nineteen sixties saw an expansion in both the school building programme and the teaching force. Leslie Hunter, author of The Scottish Educational System points out that, in Scotland:

"the total number of full-time qualified teachers in service increased by over 5,000 in the decade 1955-64, and by a further 5,000 in the 5 years 1964-69."(3)

It was also a time when Teachers' Centres and other support services were being established in response to a growing interest in professional development and inservice training. These trends are described by McNay and Ozga in the following terms:

The 1960s were a period of unprecedented growth, following the expansion achieved since 1945. All sectors of education benefited with

substantial growth in real terms... In brief the education service expanded more rapidly than the public economy as a whole... The intention of more education for a greater number of clients seemed wholly acceptable... More practically, a major effect of expansion was an increased education work force: not only in relation to teacher and lecturer numbers, but also in the evaluation of a large supportive infrastructure, from education psychologists to domestic and cleaning staff."(4)

This was a period of readiness for change in education, and consequently it was a propitious time for the publication of major educational reports such as Primary Education in Scotland HMSO 1965 known as the Memorandum. This was followed in 1967 by the Plowden Report in England.

b The Memorandum

In Scotland the Memorandum was acclaimed as a liberalising document on primary education. It received wide publicity and made a considerable impact. An assessment of its importance is made by Leslie Hunter:

"The memorandum is heavily biased towards the 'children learning' approach, and by giving official Departmental support to more progressive and experimental

teaching techniques, it has initiated a general re-appraisal of teaching methods in the primary school. No greater service could be performed for Scottish primary education."(5)

Certainly, those who were involved in the production of the Memorandum felt that it had an important part to play in influencing future directions in Scottish education, and these views are reflected in the statement contained in the Foreword:

"its purpose is to provide, mainly for teachers and trainee teachers, but also for education authorities, colleges of education and general readers, an up-to-date appraisal of the best practices in primary schools in Scotland, and of the principles on which, in the view of those most closely associated with its development over the past decade, primary education should be based."(6)

As might be expected in a publication which is seen to have a place as a potential instrument of reform, the authors make many references to the need for change in every area of the primary curriculum in Scotland. For example, there are significant references to the need to reappraise relationships between schools and society in

relation to content and methodology:

"the rapid rate of change in all aspects of life demands a reassessment of aims and practices in education."(7)

And again:

"education must constantly adapt itself to the needs of the age."(8)

In this way the Memorandum contained a challenge to established teachers in Scottish primary schools, and because of this it might have been reasonable to expect a degree of consultation with teaching staff. It is worth noting, however, that although the Secretary of State claimed that the committee was "representative of the teaching profession, colleges of education, and Her Majesty's Inspectors of Schools"(9), there was no one on the committee who was at the level of classroom teacher.

Over and above the general recommendations regarding the need for change, the Memorandum contains specific advice for various categories of people working within the system. Headteachers are expected to broaden their horizons:

"In addition to his function as organiser of the resources at his disposal, the headteacher has a further responsibility - perhaps his most important in an age of exciting educational development - to stimulate the inflow and outflow of ideas which keep his school educationally alive."(10)

There is encouragement for classteachers who see the need for curriculum development and praise for the ones who are "willing to experiment in order to find out what is best for [their] own pupils"(11). Advice is included for the local authorities too, and the authors suggest that the task of accelerating developments may be approached through the creation of new posts, which carry a special responsibility for advising schools:

"It is to be hoped that more education authorities will follow the example of those that appointed organisers, in for example, infant methods, primary school methods and various branches of the curriculum."(12)

Unfortunately, there is no discussion in the Memorandum of the implications which these new appointments might have on relationships between the administration and the schools for it should

be noted that the rhetoric of the Memorandum invests the headteacher with very considerable powers. The authors consider that is essential for a headteacher to have:

"the last word on organisation and planning, the content of the curriculum, the utilisation of time, teaching methods and rules of behaviour."(13)

The reality, however, was different and there was a degree of tension between freedom for headteachers and control by the employing authority. Schools depended on the local authorities for material and human resources, and so complete autonomy was denied to both the classteacher and the headteacher. In addition, the local authority still maintained a monitoring role, and there is a reminder in the Memorandum to this effect:

"each education authority too, must guard against unnecessary duplication of effort by controlling and coordinating new developments in the schools, and ensuring that their results are carefully evaluated."(14)

Who would undertake these tasks? Could they be seen by a local authority to be part of the

business of advising schools? There are no answers to these questions in the Memorandum, although there is an implicit acknowledgement of the potential for conflict and misunderstanding between headteachers and a newly created advisory service in the comment which suggests that careful consideration should be given to the kind of people who are appointed as advisers. They should be:

"familiar with current thinking about primary education, and their personality should be such they readily enlist the sympathy and cooperation of headteachers and teachers."(15)

The concept of change occupies a very important place in the Memorandum, but other themes also receive consideration. For example, emphasis is placed on the desirability of having more cooperation within the education service as a whole, and reference is made to one avenue where cooperation and partnership could be developed. This is the area of inservice training where:

"there is also room for a much greater development on all aspects of primary education conducted by the authorities both on an area basis and at local centres with the cooperation of the colleges of

education and the inspectorate, and staffed by organisers [advisers], college lecturers, headteachers and teachers within and without the authority area."(16)

Advisers are identified here as having a role in creating contexts where cooperation between people who work in education can be improved. In addition they are recognized as having their own contribution to make to inservice training in partnership with other agencies in the field.

One other major issue which is emphasised in the Memorandum is the concept of accountability and it is seen to be important in a number of ways. First of all, education is accountable to society in general:

"the aims of education must have regard for the needs and aspirations of the society for which it is preparing the child."(17)

Then, attention is directed to the need to be accountable to parents:

"There is also an onus in the school to communicate to the parents the assessments which it makes of each child's progress."(18)

And finally, there is a plea for accountability to one's own professional standards, as well as to the standards of one's fellow professionals:

"it is being increasingly acknowledged that further professional training is particularly important in the present era of change... [it] should be mandatory for headteachers and others in posts of responsibility."(19)

The importance of professional development and in-service training is clearly identified in relation to accountability and this in turn underlines the need for the appointment of people who would organize inservice training and assume a responsibility for curriculum development - in effect, an advisory service.

c The Development of the Advisory Service

The 1964 edition of the Education Authorities Directory and Annual shows the existence of "specialist organisers" and "supervisors" in the aesthetic subjects, but the first clear evidence of the appointment of primary advisers is contained in the 1966 edition, and reference has already been made to this in the introductory

chapter. Attention has been drawn to the fact that the term adviser was not used in the early days. An assortment of headings are contained in the Directory, for example, special organiser, supervisor, and it was not until 1968 that the title adviser appeared along with the others.

In the years immediately following the Memorandum appointments to the advisory service were made in the cities, and in the more densely populated counties. Support for the more remote and rural areas at this time seems to have been of a specialist rather than a generalist nature, and took the form of appointments of organisers of aesthetic subjects. For example, the publication Arts and Crafts in the Primary School [HMSO 1967] records the fact that "one authority has appointed an adviser in arts and crafts with responsibility in primary education"(20). In circumstances where no appointments had been made, it was the Inspectorate who offered advice to the schools, but it was also the Inspectorate who encouraged the growth of the service, and criticised authorities which did not have primary advisers. In the HMI Area Report on Kincardine and West

Lothian in 1972 there was a rebuke for Kincardine because "there is no teachers' centre nor any advisory service"(21).

By the late 60s and early 70s the number of advisers was increasing, and this aspect of development will be discussed in greater detail later in this chapter. There were also signs that the service was beginning to fulfil some of the expectations contained in the Memorandum. Advisers were becoming involved in inservice training, and they were also developing links with the colleges of education. Until this time the colleges had been the main providers of inservice training though courses leading to the award for degree, diploma or certificate. This situation was altering, however, as the colleges were no longer able to cope with the increasing demand and the changing needs of teachers in a time of expansion. Accordingly, the colleges began to shed some of this load in the direction of the local authority's advisory service. Specific examples of the kind of developments which were taking place were reported in the educational press, giving an indication that large authorities

were now prepared to make their own arrangements for inservice training while still cooperating with the colleges of education in pursuit of a common objective [1967](22).

At the same time, it was becoming clear that the development of the service was having some impact on the schools, and that headteachers were becoming increasingly conscious of the adviser's role, not perhaps so much in terms of cooperation and partnership, but more in relation to other current issues. One headteacher indicated his feelings about the links between the adviser's work and the concept of accountability when he made this comment:

"These people with specialist oversight of certain aspects of education have responsibility for advising schools in the one hand and the directorate on the other. The two-sided work must be done with care and courtesy but also with a sense of responsibility... And if promotions are being considered surely this person is consulted. Headmasters must learn to live with the newcomers... ..It looks now as if they [headmasters] will have to reckon with two inspectorates, local and national, never knowing for sure who has whose ear."(23)

The headteacher who replied to this statement saw the role of the adviser from a different perspective. While the following quotation reflects his awareness of an association between the work of advisers and the concepts of change, accountability and autonomy, his interpretation of the situation is different. There is a recognition of the adviser's involvement in change, but within this sphere the emphasis is put on the way in which the adviser should be accountable to his own professional standards as well as to teachers. In addition this headteacher does not feel that an advisory service should pose any threat to his autonomy:

"The role of the Primary Adviser is three-fold:

- a he must familiarise himself with all the latest ideas, textbooks and equipment relevant to primary education.
- b He must organize inservice courses and displays of textbooks and equipment for serving teachers
- c He must visit individual schools in his area to meet serving teachers and headmasters, to answer questions and if necessary to justify new methods.

The question of which ideas to select or how to deal with them

must be left to the primary headmaster."(24)

The advisory service was certainly making contacts with schools and causing headteachers to think about the adviser's role in relation to current educational issues. Some of the comments from headteachers at this time reflect feelings of uncertainty and anxiety, and on occasion annoyance and cynicism:

"Perhaps we need a circular from the SED proposing a rationing system for change, which leaves for directors of education the problem of determining which of their advisers must postpone planned change until next year or the one after - this when advisers justify their existence by devising changes."(25)

Nevertheless, in spite of these mixed reactions, one gets the impression that, in general, the advisory service was beginning to be accepted by the schools.

As well as having repercussions on the colleges of education and on the schools, the advisory service impinged upon the role of the Inspectorate. This issue is taken up by Leslie Hunter in his book The

Scottish Educational System. In his view the quality of education was being enhanced by the links which were being made between the two groups:

"if the education authority has organisers or advisers in various aspects of school work, appropriate members of the Inspectorate cooperate closely with them to promote the efficiency of the schools."(26)

The Inspectorate were also taking a close interest in the way in which the advisory service was developing, and because of the nature of their work they were able to gather information about developments at a national level. Their comments are included in the document Primary Education: Organisation for Development: a Progress Report [1971] and these underline the existence of considerable variations in practice between one area of Scotland and another. The Inspectorate draw attention both to the uneven, patchy development of the service and a lack of coherence in its management. The following quotations illustrate these points:

"Some primary advisers have their duties defined in general terms in their contracts of employment. Others have been given no official list of duties, but have evolved a

range of work to meet the particular needs of their area. Circumstances differ so much from area to area that it would be unreasonable to expect uniformity of practice."(27)

The authors also give an illustration of some of the difficulties facing advisers because of this situation and note that some:

"have been appointed to take responsibility for a particular age range, some have specialised in particular aspects of the curriculum, and some have attempted to work on a geographical basis. The division of duties in these ways has sometimes created difficulty. Whatever the arrangements are, a conscious effort is required to ensure that the work of advisers is coordinated. A senior adviser or a member of the director's staff might well have this responsibility."(28)

The Inspectorate have a breadth of experience which is denied to teachers in schools, and it is encouraging to note that although they had reservations about the management of the service, there was nothing but praise for the work of individual advisers:

"Advisers have made significant contribution to primary education in their areas. They have provided a professional service both for the

directorates and for teachers and headteachers. Some have been involved in such administrative tasks as interviewing and appointing teachers, helping schools with requisitions, making detailed lists of furnishings and equipment for new schools, and allocating funds for development work; perhaps they are on occasion tied too much to office duties. Others have been chiefly associated with duties which have a more direct bearing on the work of the schools - inservice training, teachers' groups, development projects. By visiting schools regularly, working with teachers' groups, and issuing publications for information and guidance they have been a source of detailed help to the schools in a variety of matters - curriculum, organisation and methods, supplies and staffing... They have also played a considerable part in inservice training. They have involved colleges of education, the inspectorate and other agencies in courses tailored to meet particular needs... In a few cases administrative duties have been allowed to devolve on an adviser to such an extent that they have encroached upon time which might profitably have been devoted to work 'in the field'."(29)

It is of interest to note at this point that the information gathered through the questionnaires and from interviews indicates that the time spent on office duties is still seen by advisers to be a problem.

In spite of the fact that the Inspectorate had acknowledged the importance of an advisory service, its growth was gradual. Exact figures are difficult to determine, and there are discrepancies in the information between the three main sources which are available, the Directory, AEAS, and the Inspectorate. Numbers are approximate rather than accurate. For example, the HMI Progress Report states that by the end of session 1969-70, eighteen education authorities had appointed primary advisers, and that there were twenty-seven advisers in post. These figures are not consistent with the information contained in the Directory for that year when only ten names were recorded. The figures used by SED are likely to be more accurate than those in the Directory because Directory figures depend on returns made by local authorities, and some of them may be lax in submitting information. For example, there were appointments made in Glasgow some of which were not recorded at the time:

"As a start to the implementation of the new policy, the Authority [Glasgow] appointed two Advisers in Primary Education in 1966. A third was added in 1968, and a fourth in 1972."(30)

The records kept by the Association of Advisers in Primary Education formed in 1969, also provides a useful source of information. Their list showed fifty advisers in 1973, in contrast to the thirty-one entered in the Directory for that year. By 1975 the Directory records forty-six, but again this is likely to be a conservative estimate. Actual numbers were probably between fifty and fifty-five.

In the year following the publication of the Progress Report, the Inspectorate made a general survey of the work done in the City of Glasgow. This report contains a number of significant comments about the way in which the advisory service was developing in one particular area:

"The responsibilities of the Advisers were seen to fall broadly under the headings of the development of the curriculum, and promotion of the Authority's inservice training programme... They joined study groups and panels covering many important topics... They ran inservice training courses both in the new Teachers' Centre and in residential schools owned by the Authority. They provided services for all working parties and saw to the promulgation of their reports. They advised on the purchase and distribution of new teaching materials and equipment.

In addition to these onerous undertakings the Authority relied upon them to perform a miscellany of day to day tasks in the fields of liaison and public relations. Enthusiasm and versatility have characterised all their activities."(31)

A further development of the service in Glasgow was recommended in order to meet a growing demand for inservice training:

"If they are to increase the momentum of inservice training, the Authority will require more extensive cooperation with the Colleges of Education. It will demand much more of the Advisory Service than it is at present staffed to give."(32)

Through their reports the Inspectorate identified an important role for the advisory service, giving it a locus in relation to the implementation of change, and in the movement towards greater cooperation between all the agencies in Scottish education. These perceptions, however, were not shared by everyone within the system, and there were still some who saw the advisory service as a threat to their autonomy and also to accepted forms of accountability. In 1972, the year in which the Inspectorate commended the efforts of

the advisers in Glasgow, the following comment appeared in the educational press:

"In many ways he [the adviser] has an enviable task. He can recommend that schools experiment with informal methods, but he is not left with the task of using these methods and he does not have to face the parents or carry the responsibility for the pupils. If the experiment is a success, the credit goes to the organiser [adviser] who suggested it. If it is a failure, the blame falls on the headmaster who obviously could not have applied the methods correctly."(33)

This is an illustration of the continuing lack of consensus within the education system about the usefulness of the service, and it underlines the fact that becoming established is not simply a matter of increased numbers, or praise from the Inspectorate. It involves both a process of being accepted at a personal level and establishing creditability at a professional one, in every sector in education.

In general terms the educational climate was favourable for the continued growth and development of the service. In England and Wales, the James Report in 1972(34) set the scene for

intensive discussion of I N S E T issues and gave encouragement to the planning of new developments. In Scotland, the Paterson Report in 1973(35) indicated that one of the advantages of larger Education Authorities would be the development of more effective advisory services. In addition, the educational literature of this period lent support to the idea of an expanded advisory service. For example, numerous books were published in the late 60s and early 70s which attempted to analyse the curriculum and provide some theoretical framework for discussion The Philosophy of Primary Education by RF Dearden 1968(36) was one important example of the kind of writing which could be seen as partly a symptom, as well as partly a cause, of the emergence of the specialist in curriculum development and curriculum planning, a role identified by the local authorities to be undertaken by the advisory service.

There were other developments in Scottish education in this decade which focussed on curriculum development and were therefore significant for the work of advisers. Leslie

Hunter makes reference to one in particular:

"Such is the scope and complexity of curriculum development that in 1965 the Secretary of State set up a Consultative Committee on the Curriculum, with a threefold remit: to maintain a general oversight of the whole school curriculum, primary as well as secondary; to draw the Secretary of State's attention to any aspect of the curriculum which seems to call for consideration by specialist bodies; and to give the Secretary of State its comments on the recommendations made by any working party which the Secretary of State appoints on its advice."(37)

The membership of the committee was representative of a range of interests and included:

"teachers, members of staffs of universities and colleges of education, directors of education, members from further education and industry, and HM Inspectors."(38)

In 1965, it was too soon to expect a primary adviser to be involved, but by the early 70s there is evidence that advisers were being invited to serve on committees which had remits for curriculum development at national level. In 1974 Curriculum Paper 13: Mathematics was produced. This was written

"in cooperation with a group of primary advisers from education authorities and lecturers from colleges of education."(39)

In the same year, a document Environmental Education: A Report by HM Inspectors of Schools was issued, and the authors state that:

"Evidence was obtained from within the Inspectorate, from education authority officials, teachers and advisers."(40)

In this instance it is not clear whether the advisers were primary or secondary.

In 1974, Curriculum Paper 14 Health Education in Schools made its appearance. Here, there is an acknowledgement that "Advisers in Primary Education constitute a group small in number but crucial in importance and influence"(41). It is worth noting, however, that in spite of this statement, no primary adviser is listed among the names of the committee members. Again, although a number of organisations were asked to submit evidence to the working party which produced this report, there is no mention of the Association of Advisers in Primary Education. It is obvious that

at this stage in its development, the advisory service was not considered to be an obligatory reference point for the authors of national curriculum papers, a situation which reflects a continuing state of ambivalence towards the potential contribution of advisers.

Nevertheless, as has been shown in this chapter, primary advisers were gradually gaining recognition and acceptance, although they still had some way to go before being fully absorbed into the policy community. An attempt was being made to meet the need for a career structure in one local authority, and the appointment of the first senior adviser in Lothian was reported in the TESS on 22.1.70. This move was also in line with the advice of the Inspectorate regarding the need for a better management of the service. Advisers began to contribute articles to the TESS(42) as well as to some of the educational journals(43). Their role in curriculum development and inservice training was now recognized, although it was one which presented the service with a very considerable challenge, for it cannot be denied that among some teachers,

and indeed among parents and the public there was a degree of resistance to the message in the Memorandum. John Nisbet comments on the nature of the difficulties which faced the advisory service:

"Curriculum development, however, is slow in arousing genuine involvement of teachers, though Scotland is not unique in this problem. Perhaps the Scottish educational pattern is too authoritarian at heart, so that it is unrealistic to expect teachers to show initiative or to do anything other than wait for a strong deal from the centre."(44)

In this chapter attention has been focussed first of all on a context which encouraged expansion and growth in education. Secondly, consideration has been given to the part played by the Memorandum in identifying a need for a service which could make a contribution to the acceleration of change, concentrate on the development of better cooperation within the system and further the professional development of teachers. Finally, the growth of the advisory service between 1965 and 1975 has been described in general terms. At this juncture, however, no attempt has been made to look closely at either the nature of the adviser's job, or the ways in which individual advisers manage it.

There are therefore, a number of important issues which still require to be addressed in this study.

It is essential to make a distinction between the role which is prescribed and the role which is performed within the framework of opportunities and constraints which operate within the system at any given time. Advisers have been identified as change agents, but what exactly is it that they do? Are they initiators of change, or do they supervise changes which are initiated by others? The advisory service is perceived to be one of a range of agencies within Scottish education, so what kind of liaison do they have with the other partners, and how do they develop it? What kind of expertise and experience are advisers expected to have, and what kind of training is available to them? To whom are advisers accountable, and how can their contribution to education be measured? These issues will be looked at in detail in later chapters.

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CHAPTER II
SCOTTISH EDUCATION AND THE PRIMARY ADVISORY SERVICE
1975-85

In this chapter the intention is:

- a to examine the political and economic context of education in Scotland in the years between 1975 and 1985,
- b to analyse the significant educational documents published during this period, and identify some of the major issues in primary education
- c to trace the development of the primary advisory service during the decade under review.

a Context

Although the early 1970s were years which were still marked by expectations of continuing growth and improvement in education, it was clear that by the middle of the decade, expansion was beginning to slow down. A number of factors - demographic, economic and political - all played a part in this process.

In the first place there was a decline in the birthrate, and by the late 1970s, the declining rolls in the primary sector in Scotland began to affect both the numbers of teachers in employment and their promotion prospects. The figures in the

following table illustrate this point.(1)

**Pupils and Teachers in Education Authority Primary Schools
and Departments in Scotland**

	1976/77	1980/81	1981/82	1982/83	1983/84	1984/85
Pupils Primary	611,788	518,492	492,645	467,971	448,009	435,454
Teachers Primary	27324.3	25532.3	24302.4	22981.5	22068.0	21356.6

School closures meant that there were fewer headships, and that assistant headteachers had to wait a long time for promotion. This kind of contraction affected both the morale and attitudes of teachers. Their confidence and optimism were eroded by working for an institution which they perceived to be in decline.

Secondly, society's attitudes towards education were changing. In the years of expansion, in the 1950s and 60s, education had been expected to fuel economic growth, facilitate equality of opportunity, and provide some social justice for the deprived. Social class had been given much attention in post-war thinking in education, particularly following the Central Advisory

Council's report on 'Early Learning' in 1954. Influential writers like Floud, Halsey and Martin(2) had explored the connections between social class, educational opportunity and ability, but now in the late seventies and early eighties, it seemed as if it had been over-optimistic to place so much emphasis on the capacity of education to sort out the ills of society. Discontent and disappointment with education were expressed in many quarters. Questions about getting value for money impinged upon education, and the national press gave publicity to criticisms from employers. There was a feeling that the school system should be more responsive to the political and economic systems, and a suggestion that the relationships between all of these symptoms deserved examination. This was a climate which triggered political and economic initiatives which were to affect every aspect of educational provision in the years ahead(3).

One example of political reaction came in the form of the Great Debate initiated by the Labour Prime Minister James Callaghan in 1976. DG Robertson makes an interesting comment about this:

"The Great Debate of the late 1970s about education... was occasioned, it was claimed, not by inherently educational problems but by economic failure. Education at times of economic crisis tends to become a scapegoat being accused of allegedly low standards."(4)

The Debate reinforced demands from the public to scrutinize standards in schools and also to demonstrate what was being achieved by public spending. At the same time there was a general decline in esteem for education. A sharper political climate was emerging, and one manifestation of this as far as education was concerned, was a keen interest in assessment. This was reflected in the educational literature of the late 70s and early 80s(5).

The foregoing observations are related to developments at national level and these were to influence educational provision throughout the United Kingdom. In Scotland, however, important structural changes were taking place in the reorganisation of local government - most notably following regionalisation in 1975. These new arrangements were significant for Scottish

education, and therefore deserve some consideration.

In 1969, the Wheatley Commission was set up to deal with the problem of reconciling a uniform system of local government with the facts of social geography. The members of the Commission arrived at the conclusion that a useful starting point in the creation of the new regions was to be found in the population factor. This thinking was influenced by the view that the appropriate size of an authority for education was best expressed in terms of population - two hundred thousand of a population being about the minimum required for an authority to provide an acceptable standard of service.

Thus it came about, that the Wheatley Commission put forward the proposal for the creation of nine Regional and three Island authorities in Scotland. These regions would undertake responsibility for the provision of major services such as education which was to be significantly affected by the reform of local government in 1975. A corporate management structure was introduced at this time,

and this in turn led to changes in the way in which public services were administered. Appointments were made in each region to the post of chief executive, who would undertake responsibility for the work of a management team. The members of this team were the heads of service departments like health, social work, the police and education. Under corporate management these officers were expected to take an interest in more than their own departments, and there was an obligation upon them to undertake responsibility to fulfil the wider objectives of the whole local authority. Accordingly each one of them had to accept limitations in their own departmental plans in the interests of coordinated development(6). This approach to management put education on a par with all other services.

This new kind of partnership was significant for Scottish education in a number of ways. It came at a time when a greater emphasis was being given to the importance of health, social work and the environment in terms of Regional planning with the result that the role of formal education was somewhat diminished. People began to perceive

education more as a contributory factor in human development rather than occupying the dominant position which it had in the past. Consequently, education had now to compete with other services for funding, and in a time of financial constraint this was a serious matter, as well as posing a threat to its traditional autonomy. In some ways, however, this kind of competition was not without a degree of merit, because it made it necessary for education to justify its needs and determine its priorities more clearly than it had ever done in the past. Writing in 1972, Leslie Hunter looked ahead into the future and made this observation:

"Attention is likely to be focussed in the 1970s on the need to determine priorities in education, largely because of the problem of costs... it is becoming increasingly difficult to try to advance on all fronts at once. An early establishment of priorities is desirable for the direction of resources and the mustering of energies."(7)

It now became important to take time to think, to articulate objectives and to plan ahead. Planning affected all areas in education - the deployment of staff, the appointment of teachers and the

arrangements for training and promotion. Increased emphasis on the need for planning had implications for the curriculum too. Indeed, some years before Regionalisation Leslie Hunter was drawing attention to the advantages of a planned approach:

"A clamant need of the 1970's is for a less haphazard, more systematic approach - for 'curriculum development' as the term has been understood for a number of years in the United States."(8)

And so it was the case in the late 70s that local government was spurred into much more explicit intervention in relation to decisions about the content of the curriculum and classroom organisation than had been customary during most of the interwar and immediate post second World War periods. The Education Authority began to assume a higher profile, and an identity as a significant centre of power affecting individual schools. This trend had implications for the advisory service in the sense that it helped to consolidate its position and underlined the importance of its potential in the planning of curriculum development and inservice training.

Education was now operating within a framework characterised by an increasing emphasis on accountability. While this certainly had implications for individual teachers in schools, it was the local authorities which had an obligation to protect the collective interest. They had a general responsibility for the recruitment, quality, deployment and morale of teaching staff. They also had a role in the evaluation and enhancement of the overall level of performance in the education service. It was therefore, their duty to make provision for schools to be assisted to identify their strength and weaknesses, and also to provide appropriate help in the case of individual areas of difficulty. These were the kind of contexts in which the advisory service could be expected to make a contribution.

The tasks which faced the local authorities were onerous and wide-ranging, and their successful discharge had implications for the authorities in terms of better public relations. They had to be seen to be doing a good job, and they had to find ways of communicating their policies. Again, the

advisory service whose remit involved working at the interface between the schools and the administration, offered a potential avenue both for the projection of an improved local authority image and the interpretation of the authority's policy decisions.

Local authorities were now increasingly under pressure from central government in the shape of the Scottish Office. By the late 1970s, the SED was becoming increasingly assertive and more determined to intervene in the process of learning and teaching within the schools. During these years the SED and the CCC began to produce important publications which will now be given consideration.

b Documents and Issues

In this section, the intention is to look first of all at the major documents which were produced during the period 1975-85, and to identify key educational issues. The minor documents will then be given consideration, and they will be dealt with in chronological order.

1 Learning and Teaching in Primary 4 and Primary 7 [1980]

This SED Report was based on a random sample survey of 6% of all primary schools in Scotland, and it is one which deserves detailed examination.

"Two themes run through this Report: the need to preserve breadth in the curriculum; and the importance of maintaining and supporting a teaching force of quality and imagination."(9)

Concern is expressed in this report about the degree to which change and development have been resisted in Scottish education in the years following the Memorandum. The authors point out that:

"In the schools in the survey, the curriculum had remained remarkably unaffected by change over the years."(10)

This is a disappointing situation, and one which is seen to require attention. Therefore, in this document, change and development are identified as major issues, and the implementation of change is seen to be essential if the quality of the curriculum

and the standard of the teaching force are to be improved. The message differs somewhat, however, from the one contained in the Memorandum, in the sense that the emphasis is now on the ways in which change should be managed. Attention is focussed on one avenue which is seen to offer opportunities for management strategies and also underlines the increasing importance being attached to the need for planning and control from the centre:

"decisions about the scope and nature of the curriculum are matters for the education authorities, and through them for the schools themselves."(11)

More specifically, the authors expose deficiencies in planning in a number of curricular areas. For example, schools are seen to require support and guidance in the production of their Environmental Studies programmes, and readers are reminded that teachers should look beyond the school for the assistance they need in this area:

"There are advisory services and colleges of education to advise and support schools."(12)

In the case of the Expressive Arts, the comments are highly critical because:

"policies for this area of the curriculum are lacking, both in clear articulation by headteachers and in coordination and direction by them and their senior staff."(13)

In this instance however, the authors concede that the benefits of planning in conjunction with the advisory service have been recognized by some authorities:

"A number of authorities, however, have successfully produced guidelines... credit is due to the advisors and staff tutors who have produced these outlines, and encouraged their use."(14)

As well as giving prominence to the management of change, the writers appreciate that a large number of people are affected by issues concerning the content of the curriculum, teaching methods and assessment, and they identify a need for better communication within a broad partnership - one which includes:

"the general public, parents, teachers, headteachers, education

authorities, colleges of education and the Department."(15)

Although advisers are not specifically mentioned here, it can be assumed that as employees of the education authorities they would be expected to liaise and cooperate with any one of these agencies when the need arose.

As in the Memorandum, attention is given to the concept of accountability, but now there is a recognition of its increasing importance. The authors take the view that the time has come to reduce the amount of freedom enjoyed by headteachers and staff - a freedom which was sanctioned in the Memorandum. The suggestion is that some action should be taken to deal with a situation where:

"the pendulum may have swung too far in the direction of individual autonomy."(16)

Therefore, provision must be made in order to ensure that schools are managed more effectively in the future. The first step in

this process is an acceptance that responsibility for the primary curriculum "lies clearly with education authorities operating through headteachers in schools"(17). Secondly:

"every opportunity should be taken to sustain and improve the general quality of teaching in our schools. One way of doing this is by providing a structure of opportunities for teachers to improve their knowledge and professional skills."(18)

Within these recommendations there are implications for all who are involved in education, and a distinct role for the advisory service because of its association with the planning and implementation of in-service courses.

2 Primary Education in the Eighties

In 1983, a COPE Position Paper Primary Education in the Eighties was published. This is an important document, likely to rank in significance second only to Learning and Teaching in P4 and P7 among publications on Scottish Primary Education since the 1965

Memorandum. Two primary advisers were invited to serve on this committee(19).

Section B. "The Responsibility of Teachers" is perhaps the most significant part of this paper, because the issues raised in this section are of critical importance to the professional activity of teaching. Recommendations are made here which reflect a national concern with the accountability which schools have to parents and to the public at large. Teachers are urged to develop an increased awareness of the need for greater competence, and an increased sense of the importance of furthering their professional development. The authors are convinced that advisers have a significant contribution to make in relation to both of these areas, and they make the following observation:

"The role of the Education Authority advisory staff in promoting, coordinating and encouraging such developments can hardly be exaggerated. It is particularly important at this time of tension that they continue to see their main role as encouraging and disseminating good practice, as

inspiring and supporting initiatives at school and class level."(20)

The local authority has a role too, and its importance is underlined in explicit recommendations regarding the need for a systematic approach to a process which will improve the quality of the teaching force. For example, attention should be given to the following areas:

"The purposeful provision of in-service training opportunities in school time"

"The sensitive introduction and careful monitoring of Regional Guidelines to assist the process"

"The planned input of teaching resources, notably those deriving from the new technologies to allow these processes to develop in a modern social context."(21)

In practice, primary advisers would be expected to undertake some of these tasks because of their involvement in curriculum development and inservice training.

While the concept of accountability is given considerable prominence in the COPE Paper, other issues are not excluded. The need for

continued curriculum development is acknowledged, although it is not envisaged that this will involve any "abrupt change from previous intentions and practice in primary education"(22). Change is still an issue, however, and it is seen to be desirable in relation to improved cooperation with parents and the public. Stress is laid on the need to develop a "sharing partnership" in which "the school community extends and finds its place in the context of the wider community"(23). It is interesting to note the ways in which the emphasis within major issues has shifted since the Memorandum, and it is important to be able to appreciate the implications which this had for the advisory service. Increasingly, the work of advisers is being associated with accountability, and although it is still perceived here to be a service which is encouraging and supportive, there is an awareness that current pressures on the authorities to formulate and implement guidelines could perhaps tempt them:

"to point advisers towards a more determined even coercive role, which would be unfortunate."(24)

It is now proposed to look at the minor documents produced in this period, and to identify specific educational issues which have implications for the advisory service.

3 The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland [1978]

In this publication teachers are urged to examine their practice in relation to children with learning difficulties, and recognition is given to the demands which these changes will make. Teachers will need support, and they should look in the direction of the local authority for help and guidance because:

"The main source of help for all schools is the authority... The authority's advisory staff and Child Guidance Service may be expected to make important contributions to the preparation of advice."(25)

In this comment the supportive role of the advisory service is emphasised, and this is

in tune with the message contained in the major documents already examined in this chapter. Specific reference is also made in this publication to the importance which the authors attach to the adviser's liaison role. The primary adviser should be involved in cooperative activities both within the education service and with the colleges of education, the directorate and schools(26). This is seen to be essential if the advisory service is to make an effective contribution towards implementing the recommendations in the document.

The discussion will now move on to look at three specific curricular fields, in order to identify the priorities in these areas, and to find out if the advisory service has a role to play in particular developments.

4 Music in Scottish Schools [1978]

A primary adviser from Highland Region served on the working party which produced this paper, an indication that the service was continuing to consolidate its position. In

this document there is an acknowledgement of the importance of the headteacher's role in the management of the music curriculum, but, in common with other writers at this period there is a reminder that support for development is available from the local authority where:

"Advisers and knowledgeable colleagues are there to help."(27)

5 A Curricular Approach to Religious Education
[1978]

In this publication the emphasis is two-fold. First of all there is a need for change in the curriculum in Religious Education and secondly, measures should be taken to encourage the development of a greater sense of professionalism on the part of teachers. The document contains a recommendation which has implications for staff in schools, and also for the advisory service, because it involves the setting up of "systematic programmes of inservice training in RE"(28). The liaison role of the advisory service is recognised and a plea is made for greater cooperation between advisers and colleges of education in the provision of inservice

courses. A primary adviser from Glasgow served on the Scottish Central Committee on Religious Education which was responsible for the document.

6 Health Education in Primary, Secondary and Special Schools in Scotland [1979]

In this report, the writers underline the need for more care and precision in curriculum planning in health education within the schools. There is also a message for the advisory service, and attention is drawn to ways in which it could facilitate the process of planning. Advisers should:

"clarify their responsibilities for health education so that schools may benefit from a coherent view."(29)

Within this recommendation, there is more than a hint of a movement towards a top-down approach to the development of a more clearly defined curriculum, and this is consistent with the tenor of the major documents of this period.

Environmental Studies in the Primary School:
The Development of a Policy [undated]

The authors of this paper identify weaknesses in the curricular provision in Environmental Studies. In their visits to schools they have noted deficiencies in the content and progression of existing programmes, and they suggest that in order to improve the quality of the curriculum in Environmental Studies the Regions should:

"consider providing, by means of advisory services, working parties etc., a prescribed but broadly based programme of appropriate content."(30)

This comment provides further evidence of the trend towards a more prescriptive approach and a more determined role for advisers.

The years between 1975 and 85 were marked by an increasing emphasis on the issue of accountability and a concern for the need for professional development. The COPE Position Paper makes this clear:

"As professional workers, teachers have a general responsibility both to try to implement policy that is in line with sound public and educational expectations, and to acquire the competence to do the

job well."(31)

Mention has already been made at appropriate points in this chapter of the ways in which the advisory service is expected to operate within this context, and a number of roles have been identified for the adviser. In undertaking the tasks associated with the implementation of the recommendations contained in the documents, advisers will certainly have a role in facilitating, resourcing, liaising and supporting. Little has been said about the monitoring aspect of the adviser's role, perhaps because it is thought to be a delicate area. Yet the job does involve a degree of monitoring in the sense that if advisers are to encourage and disseminate good practice then they must first identify it, by observing and monitoring activities in schools. It is not clear at this stage, however, whether advisers will begin to assume a more extensive involvement in monitoring in the years ahead. Evidence suggests that there is potential for a sharper profile of the service within a movement towards a more controlled curricular framework. This

development, if it takes place, will be something for consideration in the future.

c The Development of the Advisory Service between 1975 and 1985

After twenty years, the service was still small - in 1985 there were less than sixty primary advisers - and there had been no expansion or contraction of any significance since Regionalisation. This is borne out by the figures contained in one of the sources of information. The Education Authorities Directory and Annual state that there were fifty advisers in 1979, fifty-three in 1981 and fifty-five in 1982.

Although small in numbers, the service had nevertheless consolidated its position in Scottish education during the decade 1975 to 85 and it had become an acknowledged part of a network of agencies. Reference has already been made to primary advisers who were invited to join groups involved in the production of curriculum advice at national level. The names of primary advisers also appear among the list of committee members responsible for a series of discussion papers produced by the CCC(32). By 1985 the Association of Advisers in Primary Education had become a

recognized reference point, and was included among groups who were invited to make a response to papers and reports issued by national bodies concerned with the curriculum. Also, at a local level, the service was establishing relationships with branches of specialist educational bodies. For example, the Health Board, the Road Safety Organizations and the National Trust were making links with advisers because they were perceived to be in a position to assess the relevance of specific publications in relation to local educational needs.

Since Regionalisation, the advisory service had assumed a national dimension, and by 1985 advisory support existed in all parts of Scotland. Perhaps this development was of particular importance in the Highland and rural areas. In these places in the past, the inevitable physical and professional isolation of the teacher had been one of the main obstacles to providing the rural child with a curriculum as rich as that of his urban peers.

By 1985 Strathclyde Region had half of the primary advisers in Scotland, and this would seem to be a fair distribution in view of Scotland's

population. In some of the regions a career structure for advisers had been developed. At the time of Regionalisation Lothian Region introduced a hierarchical structure into their service and appointed both a Principal Adviser and a Senior Adviser. Later in 1979, the Principal Adviser was given the status of Education Officer, and was thus able to represent the interests of the advisory service at the highest level. Highland Region and Tayside also appointed principal advisers.

The years between 1975 and 85 were turbulent ones for local government, and the process of reorganisation in 1975 had disturbed existing power structures. This was a period characterised by contraction and financial constraint, but it was also a time when new knowledge and new skills were needed by the profession as the demands on teachers were changing. Some of these areas have been highlighted in the documents of this period. They relate to problems identified in specific areas of the curriculum, deficiencies in the provision for children with learning difficulties, and gaps in the relationships between home, school and the community. In this context there was a

need for inservice training and, consequently, a place for the advisory service.

The study of the publications produced between 1975 and 85, along with a discussion of the major issues in education has revealed a high degree of consistency in relation to the perception of the problems being faced by the schools. Staff will require guidance and help if change is to be managed more effectively, if cooperation is to be extended and the demands of accountability are to be met.

The advisory service is recognized as having a significant contribution to make within this framework at all levels in the education system. One writer says

"One person for the class teacher... to turn to is his adviser - in the case of primary teachers, the primary specialist."
(33)

Over a twenty year period the credibility and standing of the service have improved, and it can be said with some confidence that, at the end of the second decade, it enjoys a degree of legitimacy and authority.

But, what kind of service is it? What is its main characteristic? So far, various facets have been identified in the adviser's role, and it is apparent that the adviser is expected to play a part in facilitating resourcing, liaising, monitoring and supporting. Advisers may perform better in one role than in another. Some may feel that a variety of facets may make incompatible demands. On the other hand it may be for some that the combination of several roles may gratify a wide variety of personality needs. The implications of different activities in relation to the adviser's workload will be discussed in a later chapter, and an answer sought to the following question.

What is involved in facilitating, resourcing, liaising, monitoring and supporting, and is there any one role which has priority?

The questionnaire material, and also the information gathered in the interviews will perhaps provide some answers to these questions, as well as to the questions at the end of Chapter I. This material will be presented and discussed in later chapters.

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CHAPTER III
A PROFILE OF THE SERVICE

In the previous chapters, the advisory service has been described in general terms, and a number of questions have been raised. It is now necessary to look more closely at the work of advisers in order to provide a basis for a more detailed interpretation and analysis. Accordingly, in this chapter, it is intended to present a fuller picture of the service by using the information supplied by advisers through the questionnaires and the interviews.

Sex, Age, Qualifications and Previous Experience

The main purpose underlying the construction of the first questionnaire was to gather factual information regarding sex, age, qualifications and previous experience, so that it might be possible to produce a profile of the service. To begin with, it seems that there is a fairly even distribution between the sexes. Fifty-seven advisers were included in the list issued by the Association of Advisers in Primary Education in Scotland in 1984, and of these, twenty-seven were men, and thirty were women. This picture certainly does not reflect the staffing scene in Scottish primary schools, where for many years, there has been a considerable imbalance between men and women, the latter far

outnumbering the former. At this point it is worth taking note of the research findings contained in the document prepared by Strathclyde Region on Sex Equality in the Education Service [1988]. The writers make the following comments:

"Even in the primary sector where over 90% of staff are women, and women occupy the bulk of the promoted posts, men occupy significantly more than their proportional share of headteacherships. Thus though men constitute only 8.3% of the primary teaching profession they hold 26% of headteacher posts."(1)

"The survey confirmed that a much higher proportion of women teachers than of men voluntarily remained in unpromoted positions."(2)

No, doubt that finding provides an explanation for the situation which prevails in the advisory service. It was evident from the fifty-two returns to the first questionnaire that the advisory service was staffed by older people. For example, there were only eight advisers who indicated that they were under forty-five years of age. One adviser drew attention to the implications which this situation could have in relation to the development of the service, and he made the following comments:

"because the advisory service is an ageing one, and because people have been out of school for a long time, there seems to be a movement towards a more administrative role for advisers... so the job may move away from an involvement at the chalk face."(Adviser Interview 4)

As one might expect in an older population, most advisers have had a considerable amount of teaching experience before entering the service. The following table which is based on the information given in the returns illustrates this point.

Teaching experience prior to entering the
advisory service

Over twenty years	-	twenty-one advisers
Between fifteen & twenty years	-	sixteen advisers
Between ten & fifteen years	-	eight advisers
Between five & ten years	-	seven advisers

Teachers' perceptions of the advisory service are likely to be affected by the fact that it is composed of older, experienced people. Consequently, advisers are probably seen as authority figures - people who may exercise a monitoring role.

What kind of academic qualifications do advisers have? The answers to this question showed that these did not conform to any single pattern. Thirty-five out of

fifty-two advisers indicated that they had a University Degree, and it was clear that many others had obtained additional qualifications particularly in relation to the education of young children, for example:

Infant Teaching Qualification	-	eleven advisers
Froebel Certificate	-	seven advisers
Nursery Teaching Qualification	-	seven advisers

Some had gained other diplomas, for example - a Diploma in Reading Development from the Open University, a Diploma in Religious Education, and a Diploma in Education from a University. There were only five advisers who held a Diploma in Primary Education who had no additional formal qualifications. Such diversity in academic background offers certain advantages, and allows for a useful exchange of knowledge among colleagues in an advisory team.

In the first questionnaire advisers were asked to indicate the post which they had occupied prior to entering the service. Thirty-two said that they had been primary headteachers, and this accounted for well over half the returns. The remaining twenty had occupied various posts; for example eight had been lecturers in colleges of education, seven had been

assistant headteachers, three had been staff tutors, and two had been assistant advisers. In the main, this kind of previous experience in promoted posts would be perceived to be essential, if the service is to have any status in the eyes of headteachers and staff in schools.

Remits: Pastoral Curricular and Stage

An attempt was made in the questionnaire to find out something about the basic work pattern of advisers, and so there was a question asking if the adviser had a general pastoral remit for a number of schools. This arrangement allows for the allocation of schools usually on a geographical area basis for which an adviser would have a general responsibility. It is a procedure which provides the schools with a reference point - some one who would be expected to respond to curriculum issues in the widest sense. One headteacher who was interviewed described the arrangement in the following terms:

"I look to the adviser to bridge the gap between the school and the office."(Headteacher Interview 1)

It was clear from the returns, that the majority of advisers had a pastoral commitment for a number of

schools, there being only three exceptions to this pattern. It transpired however, that there were very considerable variations in the number of schools for which they were responsible. Eighteen advisers reported that they had between twenty and fifty schools, and nineteen acknowledged responsibility for between fifty and one hundred. A very different picture was given by a number of other advisers. Two principal advisers reported that they had a regional responsibility for two hundred and thirty-six and two hundred and ninety-six schools respectively. At the other extreme, there were two advisers, working in a mainly rural area, each with a responsibility for nine schools, and another four advisers who had less than twenty schools under their care. Geographical factors certainly had a part to play in the creation of these very varied situations.

In practice, the way in which advisers interpret the concept of pastoral responsibility is greatly influenced by the number of schools allocated to them. When they make decisions about the degree of contact which they hope to maintain with individual schools, they have to take account of the distance to be covered between schools, the travelling time, and the size of

the schools. These are all factors which could affect the frequency and the duration of visits as well as the kind of involvement which an adviser has with a school. The following comments from advisers illustrate these points:

"I have a large number of small rural schools and I place great stress on the development of a pastoral role. The quality of visits to these schools is very important, because of their isolated situations. The schools in turn, realise that it is impossible for the adviser to visit frequently, and to try to follow-up all teachers who have been at courses. These headteachers are content to maintain contact by phone, and do not hesitate to request help if it is required."
(Adviser Interview 12)

In contrast, another adviser reported that:

"there are ten local schools within easy reach of the Regional Offices and there is no problem about time taken for travel to these."
(Adviser Interview 1)

He goes on, however, to explain how the size of a school can affect his programme of school visits:

"the farthest school is thirty-six miles away, but as there are only seven pupils and one teacher [Headteacher] not many visits are required to this school."
(Adviser Interview 1)

It was clear from the returns in the second questionnaire that advisers placed considerable importance on their pastoral remits. They valued the relationships which they made with the schools and there were some aspects of this work which gave them considerable satisfaction. For example:

"providing advice and resources to meet the needs which are articulated by headteachers."(25 out of 31 returns)

and

"providing advice and resources to meet the needs [individual and collective] of teachers as perceived by the adviser."(24 out of 31 returns)

Two advisers made additional comments in the questionnaire returns, expressing the hope that they would be able to continue to do these things in the future, maintaining the "ability to get into schools and classrooms" and having "close contact with schools [though fewer would be an improvement in terms of pastoral care]". But the future of the pastoral role was something which appeared to give advisers cause for anxiety. From the returns to the second questionnaire it was evident that advisers sensed that the nature of their pastoral role could change. For example, there

was a general recognition that "assessing and evaluating school practice" was likely to occupy more and more of an adviser's time (26 out of 31 returns). This reflects the view that an increasing emphasis on the importance of accountability could cause advisers to give more and more attention to maintenance and monitoring at the expense of initiating, facilitating and supporting.

In addition to a pastoral remit, advisers are involved in curriculum development, and in the first questionnaire an attempt was made to gather information about this. The question was "Do you have a curricular remit". Thirty-five advisers indicated in the affirmative, and seventeen said that they did not have a curricular remit. Some of the seventeen qualified this statement, however, by pointing out that they had a responsibility for the primary curriculum in a general sense. One adviser made the following comment:

"the question was not clear, ... all advisers have a remit for the curriculum but in some cases do not have a remit for a specific area."

This criticism of the way in which the question was put is accepted. A more satisfactory form of words would

to operate effectively in a general sense."(Adviser Interview 6)

Advisers with a remit for a particular area of the curriculum could benefit in another sense as well, since such an involvement could take them beyond the schools in their own pastoral area, thus extending their knowledge about people and practice. On the other hand, of course, this arrangement would enlarge their workload, and one adviser was very conscious of what this meant in practice:

"A responsibility for an area of the curriculum cuts across geographical boundaries of course, and I feel that the DEO tends to overlook the fact that, although I may have a responsibility for forty schools in a pastoral sense, I am still responsible for one hundred and twenty schools in relation to my curricular remit."(Adviser Interview 7)

The question of whether advisers should have a general or specific curricular remit is one to which there is probably no single right answer. Decisions taken about this will depend on the circumstances prevailing in particular situations. For example, geographical factors, curriculum priorities identified at national and local level, the talents of individual advisers and

the size of the advisory team will all have a part to play in the decision making process.

Another strand was introduced into this complex pattern of remits by the responses to the question concerning involvement in particular stages of the primary school. Thirty-three advisers - over half of those who made returns to the first questionnaire - said that they had no remit for any particular stage. It can therefore be assumed that they were responsible for all stages from Primary 1 to Primary 7. There were, however, nineteen out of the fifty-two who responded in the affirmative. As one might have expected, there were two categories of responsibility, namely Early Stages and Upper School, but it was clear from the returns that a remit for Early Stages could sometimes include nurseries and special education units. And then there were those who claimed responsibility in the Upper School, but modified the statement with the comment, "of course there would be overlap to P1, 2 and 3 in small rural schools". There were also three instances where advisers' remits extended beyond the primary school. For example, there was a principal adviser with responsibility for children from 3 to 12 years, a general adviser who said that he was "meant to be

interested in P1 - P7, plus Nursery", and a third who, in addition to a remit for the upper primary, had a responsibility for Primary 1 to Secondary 2. One adviser made reference to the way in which geographical factors affected her work load, indicating that as she was the only adviser in a rural area she covered "Nursery to Primary 7, including Special Education". This kind of remit must make very considerable and perhaps unreasonable demands on the knowledge and expertise of the adviser concerned.

In addition to the commitments already mentioned it was clear from the returns that advisers are involved in activities which, although they do not fit into traditional curricular areas, certainly impinge upon the processes of learning and teaching. These include the following developments:

- a the introduction of micro electronic hardware and software into primary schools,
- b the need to come to terms with a multicultural society,
- c a new emphasis in the importance of home - school - community relationships,
- d the need for better provision for pupils with learning difficulties.

Out of fifty-two returns, seven advisers said that they had some involvement in all of the developments mentioned above. Twelve reported that they had a

responsibility for micro computing. Seven had a remit for multicultural education, and eight were involved in provision for pupils with learning difficulties. In addition, there were two advisers with a remit for the training of nursery nurses and others who had a specific responsibility for the management of probationers.

This examination of advisers' remits has highlighted the considerable diversity which exists between the work loads of individual advisers. It has also drawn attention to the way in which the development of the service has been affected by the needs in particular situations. It is interesting to note, for example, how the emphasis placed on multicultural education varies from one region to another, and even within the regions themselves. In the case of Strathclyde, with six divisions there are two where no specific responsibility for multicultural education has been allocated.

Relations with the Directorate

Diversity in practice is also reflected in the way in which the service is managed, and advisers were asked to comment on this in the questionnaires and the

interviews. In the first questionnaire, advisers were asked to indicate the person to whom they were directly responsible. Twenty-two, which was less than half, reported that they were accountable in the first instance to an education officer with special responsibility for Primary Education. This is an arrangement with a potential for the development of meaningful dialogue between primary advisers and the education officer. In these circumstances it is possible for an education officer to concentrate on issues in the primary sector, and to acquire insights into the practice in primary schools. This is important, as the majority of education officers have no previous experience in this sector. One adviser remarked on this:

"Primary education is really outwith the 'ken' of the Education Officer, and there is a need for someone at this level to be interested and able to listen."(Adviser Interview 13)

And another adviser echoed this view in a comment in a questionnaire return:

"I feel that until higher authority, such as Education departments, Regional and National Authorities, HMI and Government recognize in PRACTICE the true value of primary education [by, for

example, appointing a fair proportion of primary qualified people to higher authority posts], the concept that 'Education' is synonymous with 'Secondary Education' will remain."

Nineteen advisers indicated in their returns that they worked in a situation where an education officer had been given a remit to manage advisers in both primary and secondary sectors. Some advisers had reservations about the effectiveness of this arrangement and one said:

"As regards relationships with Education Officers there are problems of continuity here owing to the frequency of change. Newly appointed EOs are always anxious to meet and listen to primary advisers, but as they come to terms with their large remits, communication becomes less than adequate... it is disturbing that the EOs spend proportionately much less time on Primary than on Secondary matters. There could be a variety of reasons for this

- 1 sheer volume of work
- 2 a lack of knowledge and experience of Primary School
- 3 the view that there are fewer problems in Primary than in Secondary."

(Adviser Interview 10)

It seems that communication works well within a small group comprising primary advisers and an education

officer but the situation appears to be less satisfactory, when, secondary and primary advisers meet together with the education officer. On these occasions:

"as the business is largely taken up with the discussion of issues in the Secondary School this is not seen to be a very profitable exercise for the primary adviser."
(Adviser Interview 14)

In defence of this arrangement, it has to be said that such meetings may well fulfil a necessary and indeed important function, because all advisers, primary and secondary need to fit their activities into a framework related to general policy, and therefore they require to be kept informed about developments outside their own particular sphere. In practice, however, the danger seems to be that on such occasions the agenda is mainly devoted to issues in secondary education. The deficiencies in this situation are now being recognized within the administration, and there is evidence that steps are being taken in one region at least to initiate change. One adviser commented on this:

"As far as relationships with EOs are concerned, a positive development has taken place with the re-allocation of remits within the Directorate. Now, there is an Assistant Director and three Senior

Education Officers with responsibility for primary education. Formerly there was no-one with a remit for primary schools, and this move has for the first time given the primary sector a strong foothold, and also the likelihood of getting a fair balance of finance." (Adviser Interview 4)

As one might have expected, the pattern of communication was different in those Regions where a hierarchical structure was in operation. Some examples will now be given. In one instance, three advisers were directly accountable to the Chief Adviser. In another, four advisers reported that they were responsible to a principal adviser. One adviser said that sometimes he was accountable to a senior adviser and sometimes to an education officer with a remit for primary education. Various other arrangements were reported from other areas, for example, one adviser was responsible to an education officer with a remit for Nursery Education, another accountable to all the education officers, and another to the Divisional Education Officer. It is obvious that there is a diversity of management structures in operation throughout Scotland. Some of these may be seen to be more effective than others. There is certainly something to be said for the appointment of an

education officer with a remit for primary education, but the presence of a chief or principal adviser could also be advantageous. Such a person may be able to simplify problems of administration, and also make it possible to integrate the adviser's work with overall policy.

Differences in management patterns did not, however, appear to affect the quality of relationships between advisers and education officers, and many advisers reported very positively about this. One said:

"Relationships with EOs are very good... and communications are excellent."(Adviser Interview 15)

Sometimes this kind of comment was expanded to give an indication of the things EOs expected from their advisers, for example:

"I have very close contact with Education Officers. The EOs are dependent on the Primary Advisers to supply necessary background information about schools and staff. Very often the Primary Adviser prepares communications for schools which are signed by the EO."(Adviser Interview 1)

Reference has been made to the regular monthly meetings between advisers and EOs, but it was obvious from the information given at the interviews that contact did not depend entirely on these meetings. One adviser said:

"Between 9 and 10.30 I would then attend to lectures and also see the Junior Depute Director of Education. In a small Region there is no problem with access, and liaison with the Directorate is very close."(Adviser Interview 1)

Another adviser reported:

"I have had a great deal of contact with the EO and DEO in the past two years, because the DEO is keenly interested in curriculum and management issues. The latter frequently seeks out the primary advisers for discussion, and also sends memos."(Adviser Interview 7)

One also gets the impression that not only is there reasonably close contact between advisers and education officers, but that the relationship between them is characterised by a considerable amount of give and take. This was described in the following terms:

"EOs of course, have the most direct influence and control over Advisers on a daily basis. I feel, however, that a long tradition of autonomy in this Division allows me considerable scope for decision

making in relation to curriculum development."(Adviser Interview 9)

Further evidence of this is contained in this statement:

"In this Division, advisers are allocated an inservice budget for the session and asked to submit their programme to the DGO. This allows for a fair degree of adviser initiative."(Adviser Interview 5)

On the whole, advisers seemed to regard education officers as being accessible and approachable, and it was clear that in many instances they did not hesitate to make contact with them when the occasion warranted.

The following comments illustrate this point:

"I have regular fortnightly meetings with the EO for my area, and these are at my instigation."(Adviser Interview 4)

"On occasion, the advisers ask for meetings with the Education Officer to discuss problems in particular schools."(Adviser Interview 12)

Issues Arising

And so, a profile of the advisory service begins to emerge. It is a service comprised mainly of older, experienced people, and while it could be said that much of the strength of the advisory service may well

lie in the extent and nature of previous experience in education, it could also be said that many advisers have been out of the classroom for a long time. This is a factor which could diminish the contribution of the service in a practical sense. Also, in many regions there is no career structure for advisers, and so they may remain in the same post for many years. This is something which could affect the credibility of the adviser as a change agent.

It is clear that to an increasing extent advisers are coping with a workload which is not just confined to curriculum development and inservice training, but extends to routine administration, and public relations. This is a trend which most advisers do not like, but they do not have the power to reverse. Because of the hierarchical structure within the education service, advisers probably never refuse a request from education officers regarding additional tasks, and acquiescence may well give the Directorate a false impression about the advisers' workload. Maybe education officers have a responsibility to be vigilant about the way in which they use advisers' time.

It is obvious from the information given by advisers that there are variations in the way in which the service is managed in terms of communication between EOs and advisers. A more critical issue, however, is the one which relates to how well the service is integrated within the whole educational structure. Advisers are the main link with schools and colleges, and not only do they advise the schools, but they also give advice to education officers regarding the basic needs of the schools and the ways in which these can be met. It would appear, however, that although relationships between advisers and education officers are on the whole satisfactory, there are some gaps in the overall management of the service.

The first of these relates to a point raised in the returns to the second questionnaire where thirteen advisers drew attention to the fact that they felt that their effectiveness was constrained by too little feedback from their employers. Since none of the respondents chose to develop this idea further, it is difficult to gauge what kind of feedback would be appreciated by these individuals. Nevertheless, if the current demands for accountability are to be met, then

steps need to be taken in some instances to establish better communication regarding work practices.

The second point relates to communication gaps between those who make policy decisions and advisers who are expected to play a part in implementing them. Advisers are conscious of the way in which their workload is affected by this. One said:

"The trend seems to be for the Region to start new things without thinking through the implications of their decisions. They make assumptions that the adviser will be readily available to undertake various kinds of additional responsibilities."(Adviser Interview 6)

They are also aware of the repercussions of poor communication and lack of consultation in the effective operation of the system as a whole:

"There are very few occasions now when the advisory service is overlooked, and in some cases a major contribution is expected. It would be better, however, if the advisers had more say in the policy options before they were presented to councillors."(Adviser Interview 10)

This comment indicates that although the advisory service is recognized, full use is not being made of

its knowledge and expertise. Advisers are in a unique position to supply information which could be crucial to the success or failure of the implementation of policy decisions because, as one headteacher said:

"the adviser tries to maintain a balance between listening to the schools, and listening to the local authority, endeavouring to maintain communication between the two."(Headteacher Interview 1)

Established patterns of communication already exist within the education system and therefore the potential is there for a more effective coordination of the advisory service. Perhaps improvements could be brought about by a more systematic use of the adviser's liaison function by all concerned, the schools, the administration and advisers themselves.

Perceptions of the Adviser's Role

In the first questionnaire there was a question related to how advisers perceived their professional standing, and they were asked to indicate whether over a period of twenty years they felt that this had improved, remained stationary or deteriorated. Out of fifty-two returns twenty thought that it had improved, eight thought that it had remain stationary, and fifteen

thought that it had deteriorated. Some advisers did not venture any opinion on this matter, and in other instances it was evident that respondents found it very difficult to categorise an answer in this way. One of them suggested that there had been improvements in relation to certain aspects of the work and a deterioration in others. One adviser made the following comment on the questionnaire return:

"professional standing has improved in the sense that it was virtually non-existent 20 years ago; today the role of the adviser is better, though still inadequately understood and accepted."

Another adviser offered this explanation for his response:

"I ticked 'deteriorated' because it came closest to 'changed'... it has, for me, deteriorated as it has moved away from strictly curricular issues. I do not think that the status has necessarily deteriorated in the eyes of the consumers."

Linked to the issue of professional standing is the question about the way in which advisers perceive their contribution to Scottish education, both now and in the future. When they were asked in the first questionnaire to give a rating to their present

contribution using a 5 point scale, the following information was received.

Five advisers gave the top rating [5], and there was one who put the rating between 4 and 5. One adviser in this group who had been a long time in the service made this statement:

"When I consider developments pre 1964, ie pre-advisory service, there was individual development in schools but now there is much better, more controlled development across the whole spectrum. Teachers' Centres have added to this. SED working parties coopt advisers."

Twenty-two gave the rating 4 [significant], and one identified aspects of the role which provided a basis for this assessment:

"primary advisers working with regional curriculum development groups and the CCC and its subgroups are the main agencies for change."

There were others, however, who were less certain of the impact being made by primary advisers. Seventeen gave the rating 3 [fairly significant] and seven gave rating 2 [fairly insignificant]. One other response is worth noting. The service was given a 1/2 rating at

national level and a 4 rating at regional level. The following explanation was offered for this view:

"I feel that the national impact of AAPES [Association of Advisers in Primary Education in Scotland] is open to question. I just feel that we should have a much higher profile than we have. We should initiate rather than react."

Whether AAPES, which is a subsection of AEAS can be used as a measure of the present contribution of the advisory service is open to debate. The function of AAPES is to provide a meeting point for primary advisers on two occasions in the year. Its purpose is partly social, and partly concerned with the professional development of its members. In recent years, however, it has become an established reference point in Scottish education, and the Association has been asked to comment on national documents and discussion papers. Meetings have also been arranged with the Association of Directors of Education to discuss current issues in primary education.

Some of these responses regarding advisers' perceptions of the service may seem surprising when compared with the statements about the position of the service at the end of Chapter II. They give the impression that there

has been a steady improvement in the status and contribution of the service over a twenty year period, and the discrepancy between this view and the perceptions of advisers raises some questions. Are advisers more cautious, or more realistic? Or, is the alleged consolidation of the service within Scottish education more apparent than real?

Against this background it is therefore interesting to note that advisers were much more optimistic and united in their response to the question regarding their potential contribution in the future.

Twenty-seven gave the rating 5 [highly significant]
twenty-one gave rating 4
two gave rating 3
one gave rating 2
one [Nursery adviser] gave rating 1

There were only two responses out of fifty-two where advisers thought that the future contribution would be less than the present one.

Respondents recognized, however, that if the advisory service is to fulfil its potential, and make an increasingly significant contribution to Scottish education, then certain things would need to happen.

One adviser emphasised the point that "more support, both administrative and professional, would greatly help in our work". Others felt that at the present time the number of advisers are "spread too thinly to make a major impact in the majority of schools", and suggested that an improved contribution from the advisory service would only be "possible with more manpower".

Whether any action will be taken about these problems will depend on the way in which the advisory service is perceived within the whole educational framework at both local and national level, as well as on the role which the service will undertake in the future. These issues will receive further consideration in a later chapter.

References

- 1 Strathclyde Regional Council: Department of Education Sex Equality in the Education Service. The Report of a Regional Working Party, 1988, 4.1.3.
- 2 Ibid, 4.3.2.

CHAPTER IV
THE ADVISER AS CHANGE AGENT

In the previous chapters the reader's attention has been drawn to the expectations held by both the Scottish Education Department and the local authorities regarding the adviser's role in the process of change. Official reports at local and national level certainly give the impression that the management of innovation should form a significant part of the adviser's work. And therefore, the way in which this function is perceived and carried out by advisers themselves is a legitimate area of study. In this chapter it is proposed to look closely at the ways in which advisers are involved in the management of change, and in addition, to discuss possible ways of evaluating the effectiveness of advisers in this capacity.

The theme of change in education in the twenty years between 1965 and 1985 put considerable emphasis on the importance of curriculum development and inservice training as a means of accelerating developments in the schools. What do advisers have to say about this involvement in these activities? Do advisers initiate change, or do they supervise changes which are initiated by others? How effective are they at managing innovation?

The role of the change agent has led to an extensive literature on the subject, and also to a growing body of practice, especially in industry, where business concerns like ICI, Shell and BP employ people who are specifically designated as change agents. Publications like, Change and the Industrial Society(1), Future Shock(2), In Search of Excellence(3) and The Change Masters(4) provide general information about ideas of change and development in large organisations. Proposals for the management of change first emerged in industry and commerce, and these were the models which influenced educational literature on this subject in the 1970s and 1980s. In this chapter, two of the educational models will be used to provide a framework for discussing the role of the adviser in relation to change. The first is Fullan's model and the second is Havelock's.

Fullan's Model

In his book, The Meaning of Education Change[1982] Michael Fullan describes the nature of educational change and outlines three stages(5). The first one is 'mobilisation', and this involves assessing needs, writing proposals, and selecting programmes. The second one he calls 'implementation' which involves

training, demonstrating, identifying resources and focussing attention on implementation. The third stage is termed 'continuation' and is concerned with making decisions about the resources and personnel necessary for continuing change.

To what extent are advisers aware of these stages in the management of change, and how far do they take account of them in their work? One adviser described her approach in the following terms:

"There are two answers to the ways in which the needs of teachers are assessed before making plans for inservice training. The first is my own personal answer. I can sense their needs because of the contact I have with schools, and also because of what they tell me. The other way is thrust upon my by political pressures, official documents, and ideas which the SED would like to see implemented... I am always involved in the planning and administration of inservice courses. I am usually a tutor, and always a facilitator. The follow-up aspect is the one which I am least happy about because of the lack of time, although when I am in school on routine visits I do pick up information about teachers who have been on courses."(Adviser Interview 3)

Another adviser, from a different region, said:

"During the early years in post I spent much time talking with teachers about language development, and after identifying the needs in this area, I had discussions with an HMI and an EO. It was then agreed that it was the duty of the local authority to produce guidelines in various aspects of language development. And so, for a number of years, I have been involved in the production of material for use in schools. This of course, has generated the need for continuing inservice at various levels... I am always involved in the planning of courses, and I believe that it is important to be seen at courses. I also feel that it is essential to make some contribution to the course, as well as introducing other expert tutors. It has not been possible, however, to do a lot of follow-up work, and this has led to the production of packages. These are designed to encourage and support those teachers who attend courses and wish to act as multipliers in their own schools."(Adviser Interview 9)

In both of these instances there are indications that the advisers concerned have given attention to the requirements of the first stage 'mobilisation', and that they have also considered the content of the proposed changes. It is evident that both advisers are conscious of the sequence of events inherent in the management of innovation, 'mobilisation' activities being followed by processes associated with

'implementation'. Recognition is also given to the place of 'continuation', although, in this instance there is an admission that efforts to fulfil this requirement fall short of the ideal, the inference being that there is insufficient time for this. In addition, there are no explicit references to the need to take a decision to allocate time to evaluate effectiveness.

Havelock's Model

More comprehensive, however, than Fullan's model is the one presented by Ronald Havelock [1973](6). In this instance, a substantial basis is offered for a more detailed, and more in-depth discussion of the adviser's role. Havelock identifies stages through which the change agent could work, pointing out that ideally, these are inter-related. He presents his model in the following way(7).

- 1 Establishing relationships
- 2 Diagnosis
- 3 Acquiring relevant resources
- 4 Choosing the solution
- 5 Gaining acceptance
- 6 Stabilization and self-renewal.

From the information provided through the questionnaires and interviews, there is evidence that

advisers attached considerable importance to the first stage. One adviser spoke about this aspect of his work in the following terms:

"meeting with teachers... This is a very satisfactory part of the job, and these conversations take place in a variety of contexts, in school at meetings, at semi-social occasions, in college, or at working parties."(Adviser Interview 10)

Other advisers showed a similar concern with the need to create opportunities to meet with staff in schools, and to gain more information about their norms and background. One adviser spoke for many colleagues when he said:

"It is very important for the adviser to try to see teachers in their classroom situations."
(Adviser Interview 14)

Havelock defines the ideal relationship as one which is characterised by reciprocity, openness and evidence of helpfulness. So, what do advisers have to say about their standing on some of these dimensions? A good relationship continues to build up as it goes along, depending on the personality and the skills of the change agent, and also on how clearly he has defined his role. The pastoral responsibility which an adviser

has [see Chapter III] certainly provides opportunities to acquire information about a school. If the adviser has been in post for some time there are also opportunities to develop a sense of ownership, ie "my school", "our adviser". Some of these points were taken up in the interviews. One adviser said:

"I know a lot of teachers... they tend to contact the person they have known over a long time."(Adviser Interview 3)

Another adviser, with considerable experience, and memories of comments made in the early days of the service said:

"Probably people felt threatened when advisers were first appointed, and thought that they would be constantly monitoring and criticising. As the service has developed, it has become evident that this anxiety is misplaced. I am also helped in this sense by having friends in the system."(Adviser Interview 9)

It would appear then, that advisers feel that they expend a considerable amount of time and energy getting to know their fellow professionals. For them, this effort is justified because of the need to make a good start in the management of innovation, especially in situations where the idea of change is unpalatable.

Later in the chapter reference will be made to the views of headteachers regarding their relationships with the advisory service, and in particular, to instances where some reservations were expressed regarding openness and accessibility.

Ronald Havelock suggests that the second stage is concerned with a diagnostic process. It was quite clear from the responses given at the interviews, that advisers were not only conscious of the importance of diagnosis, but that they employed a variety of strategies in their efforts to understand the problems of headteachers and staff. For example, there was a feeling that it was important to give teachers opportunities to articulate their problems. One adviser made the following observation:

"Teachers are never slow to express their needs in relation to what they think an adviser ought to be doing... the adviser has an opportunity to identify needs by observing classroom practice, and by noting the questions teachers ask - or do not ask."(Adviser Interview 10)

Another adviser remarked that:

"Decisions about the direction of curriculum development are made by the primary adviser in response to

the numbers of questions and cries for help coming from the school."(Adviser Interview 1)

Nevertheless, although advisers were very conscious of the need to understand and accept the place of the teacher within the education system, it was evident that they also felt under an obligation to maintain a balance between pressures from the Directorate and requests from the schools. Some advisers made reference to the conflict inherent in this area of decision making, and one listed various factors which impinged upon diagnostic activities. These included:

"Statements made by the Regional Council, urgent notes from the Education Officer, SED publications, personal associations which the adviser has with National developments... and so, the adviser is trying to draw on all of these sources in order to work out a plan of action. He has to be aware of trends, keep his ear to the ground, and also be able to predict events, especially in long term curriculum development. This kind of foresight is essential."(Adviser Interview 10)

Havelock points out that those who are engaged in the diagnostic process cannot afford to ignore an assessment of the extent to which the existing structures within the system are adequate for the

achievement of agreed goals. Certainly, advisers seemed to be aware of this, and they spoke about the way in which they endeavoured to maintain a balanced perspective in planning their programmes. One said that:

"after consultation, these ideas [for inservice] are prioritised in the light of the whole divisional picture."(Adviser Interview 5)

Another adviser drew attention to an on-going process of scrutiny which had been established in his situation, and made reference to the fact that he and his colleagues were in the habit of meeting "regularly to review the arrangements for inservice training"(Adviser Interview 7). It should be noted, however, that one adviser expressed some disquiet about his ability to keep in touch with the needs of teachers, because of the changes being imposed upon his work pattern. This would be an unfortunate trend because it could distort the basis of information on which decisions are made about programmes for curriculum development and inservice training. One adviser described his feelings:

"Formerly there was some flexibility in organising the day's work, and more opportunity to visit teachers in classrooms. This used

to allow me a chance to identify problems within a school and to initiate discussions with headteachers who might have been reluctant to raise these issues themselves. Also, headteachers who were tentatively thinking about making changes had opportunities during these visits to discuss things with me. At the present time there are fewer chances to do this kind of thing and adviser involvement in schools is increasingly concerned with the problems perceived by people other than those in the school situation."(Adviser Interview 6)

In his discussion of the activities related to diagnosis, Havelock draws attention to the importance of rewarding those people who are working towards the fulfilment of negotiated goals. And so, to what extent do advisers take account of the need to give some form of recognition to those who cooperate with them? Reference was made by a number of advisers to the strategy of recruiting "suitable practising teachers and headteachers in order to form working parties"(Adviser Interview 9). For the adviser, this is a necessary part of the machinery of curriculum development, and for those who are invited to join a group there is the satisfaction of being given an opportunity to further their professional development and gain recognition. One adviser spoke about a way of

rewarding people by providing them with an experience which would prepare them for promotion:

"I select suitable teachers and brief them well so that they can work along with me on many of the courses."(Adviser Interview 10)

Reference was also made to a different kind of reward for headteachers who had attended a management course developed in conjunction with Stirling University where "at the final meeting the University gives a Diploma Award"(Adviser Interview 1).

Stage three of Havelock's model is concerned with the acquisition of relevant resources, and the need to develop a means of access to a variety of people in the system. The advisory service has demonstrated its awareness of the need for resources and many advisers have been involved in the production of guidelines and curriculum packages at national and local level [see Chapter II]. They have also been responsible for the planning and implementation of comprehensive inservice programmes. Recognition has been given to the importance of being able to gain access to different kinds of people, first of all by the development in some regions of a staff tutor service. One adviser

commented very positively in this form of support:

"It is important to draw attention to the significant contribution made by the staff tutor service. I have found the establishment and development of this additional support to be one of the most rewarding and effective parts of the advisory service."(Adviser Interview 9)

Secondly, as advisers exercise their liaison role not only are better links being developed between the schools and the colleges of education, but college staff are becoming more accessible to the schools. The following comments illustrate these points:

"As far as inservice goes, there is a two-way contact between the Region and the College, and schools are able to ask for College support through the Advisory Service who would vet requests."(Adviser Interview 4)

"More and more, they [college lecturers] are becoming involved in school-based inservice because of follow-up visits to headteachers who are on management courses." (Adviser Interview 5)

Havelock refers to stage four as the point at which a solution to the problem is offered. So, how does the advisory service provide opportunities for headteachers

and teachers to select feasible and appropriate solutions to their problems?

Reference has already been made in Chapter II to the involvement which the advisory service has in the production of curriculum guidelines and discussion papers. These are available to the schools and can be interpreted by them according to their needs. The provision of a wide ranging inservice programme can also be seen as a way in which advisers can offer solutions. One adviser describes this in the following terms:

"Twice a year the advisers are asked to prepare plans for inservice training which are published in a booklet. These courses tend to follow a repeating pattern, eg management courses for headteachers, courses for probationers, information-giving courses, and courses on methodology based on existing guidelines. Over and above these, the advisers will arrange a number of voluntary study groups which might deal with the use of children's fiction, or the enrichment of mathematics, or the assessment of children's writing."
(Adviser Interview 4)

These courses are usually located in a central venue like a Teachers' Centre, but in addition to these programmes there is a trend toward more school based

inservice provision. One adviser said:

"Inservice training has in the past been located mainly in the Teachers' Centres, but this is changing, and more and more school-based inservice is being arranged, partly because it is effective to bring a whole school staff together, and also because teachers seem to like this arrangement better. However, the decision would always depend on the type of inservice being planned."(Adviser Interview 9)

All of this indicates that the advisory service tries to offer a range of solutions, and that schools have an opportunity to exercise some choice. There are, however, advantages and disadvantages in all of the existing arrangements, and consideration will now be given to these issues.

In the main, centrally based inservice courses are voluntary, and have the advantage of giving teachers opportunities to enter different social groupings and exchange information about the workability of solutions. On the other hand, the content of these courses tends to concentrate on general principles of learning and teaching rather than on the specific problems of one particular teacher or school. In addition, in some areas of Scotland there are practical

difficulties regarding centrally located inservice training. One adviser drew attention to some of these:

"Teachers attending inservice courses usually stay a long distance from a Teachers' Centre, and so travelling and catering expenses are considerable."(Adviser Interview 6)

Another difficulty which occurs, is related to the lack of teaching staff to cover for colleagues attending centrally-based inservice courses. This tends to reduce the enthusiasm of headteachers to release staff, and consequently advisers see this as something which reduces the effectiveness of their work(9).

If, on the other hand, solutions are offered through school-based inservice training, content can then be focussed on specific needs, and opportunities can be created to offer appropriate solutions. The problem of cover for staff does not arise, but it should be noted, however, that teachers in this situation are a captive audience, and therefore perhaps not altogether committed to proposed changes. In addition, they are operating within the dynamic of the existing staff group, and this could be an inhibiting factor when changes are under discussion.

The advisory service is involved in channelling resources from both the colleges of education and the staff tutor service for the benefit of teaching staff. These agencies along with local authority advisory staff, are in a position to offer assistance within the schools, but again, there are pros and cons. Teachers who make use of this kind of help on a one to one basis certainly have an opportunity to negotiate a solution which has potential for them in their particular situation. This is an arrangement which could offer some advantages, but it is not one which could become widespread, partly because it is expensive in terms of manpower, and partly because it is not every teacher who would welcome another adult into the classroom situation.

It is evident from this discussion that advisers do not depend on offering a single right solution. Perhaps the strength of their contribution in this sphere lies in the maintenance of diversity.

The fifth stage of Havelock's model is concerned with the movements of clients towards acceptance of proposed changes. At this point, Havelock says that the change agent should recognise the need to give support,

generate wider interest, use the key people as stepping stones, and be flexible and understanding about the forces for and against innovation. It was clear from the comments made in the interviews that advisers appreciated the need to employ these strategies, and that they were involved in processes which would move clients towards accepting changes. One said:

"I see my role as one of building up a pool of expertise among practising teachers who are involved in developments."(Adviser Interview 10)

They also seemed to be very much aware of the difficulties inherent in making changes, and displayed a sympathy for conditions within the schools:

"Headteachers and teachers are under increasing pressure within their schools, and the Advisory Service should be providing support and encouragement at grass roots level."(Adviser Interview 15)

Another adviser recognized a need for staff to take time to reflect before making a commitment to something new. She regretted the fact that:

"Teachers are still suspicious, and think that we will stamp our feet if they do not change immediately."(Adviser Interview 5)

The final stage of Havelock's model is concerned with stabilizing the innovation and generating self-renewal. Three aspects are identified at this stage. The first one is concerned with ensuring continuance, and this involves giving rewards and encouragement as well as making opportunities for practice, adaptation and evaluation.

In relation to the process of continuation, one adviser expressed some disappointment about her attempts at follow-up strategies:

"It is not possible to do as much follow-up work as in former days, but I do visit and monitor developments."(Adviser Interview 15)

Other advisers were conscious of the importance of maintaining continuous contact with teachers, but they too, felt that current demands on the advisory service were:

"Making it more difficult to get into schools."(Adviser Interview 6)

Perhaps what this adviser was saying was, that it is becoming more difficult to get into schools for the purpose of ensuring continuance, because of pressures

to visit schools for other reasons. The following examples illustrate how advisers can become involved in visitation where the emphasis is on appraisal rather than on the giving of rewards and encouragement. In these instances, contact with schools is not so much the result of adviser initiative as the result of other pressures. Sometimes these come from the schools themselves after a visit from the Inspectorate:

"There are more requests for help from schools and normally, intensive visiting is needed in order to give them appropriate support."(Adviser Interview 5)

On other occasions, advisers are under pressure from the Divisional Education Officer to become involved in visitation for the purpose of evaluation. One said:

"I have now to write a full report on two schools each month... The reports have to be written up and submitted to the DEO and EO who question them, and come back with suggestions for improvements in the schools."(Adviser Interview 7)

The second aspect of Havelock's final stage is identified as the creation of a capacity for self-renewal. This calls for the development of positive attitudes towards innovation and also depends on the presence of an internal change agency within the

school. And it was in relation to this last point that advisers felt that they had an important contribution to make. Advisers can use their knowledge about the needs in schools in order to facilitate the movement of staff, provide additional support where it is appropriate, and maintain or enhance the quality of the teaching force, because as one adviser said:

"There is no other person in the LEA who knows the schools well enough to help to make suitable appointments at all levels."
(Adviser Interview 4)

In a more specific sense, and with reference to headteacher appointments, another adviser pointed out that:

"Maybe, at the end of the day, one of the most important achievements of the advisory service is getting the right headteachers into posts, because of its involvement with the leeting process."(Adviser Interview 9)

Another comment was made along similar lines:

"Headteachers, Education Officers, Councillors, and the promotion boards are all concerned in the selection of candidates, but maybe Advisers have the biggest single say because of their involvement in the short leets."(Adviser Interview 10)

The extent of adviser involvement in promotion procedures seems to vary, however, from one region to another. In Central and Lothian Regions advisers appear to be more heavily involved than their counterparts in Strathclyde. For example in Central and Lothian, advisers are present at the interviews for assistant headteachers, and they regard this as an important function because:

"although the EO can ask good questions he does not always know if the answer is any good."(Adviser Interview 3)

In addition, the fact that these advisers are a visible part of the selection process is seen to have a positive spin off. One adviser drew attention to the way in which this:

"has encouraged teachers to approach the adviser in order to receive professional counselling." (Adviser Interview 4)

It would appear that the aspect of the adviser's work which is associated with staffing procedures is one which offers considerable opportunities for pursuing the continuation and internalisation of innovation.

The third aspect of Havelock's final stage is concerned with a process of disengagement. During the stabilization of an innovation, the change agent should still be available on a reduced scale, but should be gradually withdrawing. Theoretically, withdrawal and continuing availability should not be a practical problem for the advisory service, but whether sufficient use is made of the adviser at this stage of the process probably depends on the relationship which the adviser has already developed with the schools, and also on the perception which the latter have about his effectiveness as a change agent. This last point is something which deserves consideration under a new heading.

The Effectiveness of the Adviser as a Change Agent

How effective is the advisory service in the role of change-agent? One adviser appreciated that there could be difficulties in reaching an estimate about this:

"I would like to think that the service is providing leadership in the sphere of curriculum development and in management which no one else is doing. It is of course very difficult to measure the effectiveness of this kind of work."(Adviser Interview 9)

Nevertheless, it is important to make an effort to gather information, not only through self-evaluation by advisers, but also by using more 'independent' assessment procedures. If one takes the criterion of effectiveness, and focusses on development in the curriculum, then some attempt at evaluation could be made by looking at advisers' achievements in relation to their objectives.

A series of statements was included in the second questionnaire, and advisers were asked to indicate if these represented important aspects of their work. These 'objectives' were expressed in the following terms:

- 1 advising in the development of strategies for curriculum development and inservice training
- 2 providing advice and resources to meet the individual and collective needs of teachers as perceived by the adviser
- 3 providing advice and resources to meet needs which are articulated by headteachers
- 4 interpreting and implementing the policies of the local authority.

From the returns it was evident that advisers acknowledged these activities to be a basic part of their work. Some felt that they were having some measure of success in the pursuit of these objectives,

and that this was recognized by staff in schools. One said:

"There is a need to have people like advisers who can interpret the curriculum and arrange for discussion. Because this need is recognized, teachers have given their support to the continuation of the service."(Adviser Interview 4)

Another one made the comment:

"I have found that, over the years there are an increasing number of calls from schools to get the kind of information which the adviser possesses. This is a healthy development..."(Adviser Interview 10)

There were, however, other advisers who were less certain of their achievements. One pointed out that:

"in reality, there is a low profile in curriculum development because of demands on people's time."(Adviser Interview 11)
people's

Although self-evaluation has its place, and is both valid and commendable, it is not enough. There is also a need for a more objective assessment of the adviser's work, and some independent evaluation of his contribution to the management of change.

HMI Reports on schools provide one source of information on this matter, because they very often contain references, both direct and indirect to the role of the adviser in the management of curriculum development and inservice training. For example, there is praise for schools which have made use of the expertise of the advisory service:

"The headteacher regarded inservice training for his teachers as a priority. They had attended many courses and the beneficial effects of these was evident in their work. Satisfaction was expressed in the schools at the level of support from the advisory service; this should help the school to develop and implement its new language policy."(HMI Report on Craigielea Primary School, Renfrew, June 1984)

"The inservice support from the authority... has had a marked impact on expressive art within the school."(HMI Report on Townhill Primary School, Lanark, September 1984)

"Support in the current upgrading of curriculum policies and teaching methods was being received from advisers, staff tutors... (HMI Report on Kyleshill Primary, Ayr, February 1985)

In some instances, however, HMI were critical about the lack of curriculum development, and the attention of the headteacher and staff was directed to a source of

guidance and support, for example:

"Improvements already effected will require... planning and ordering of priorities over an extended period with continued support from the education authority." (HMI Report on Tormusk Primary, Glasgow: March 1984)

It should be noted that not all the comments in the HMI Reports are favourable towards the advisory service. One report contained the following recommendation:

"The education authority should review the management of the curriculum in this school, and consider the extent to which this function can be developed from within the school, and the extent to which guidance and support from the authority is necessary." (Report on St Louise, Glasgow: December 1983)

Implicit in this comment is a criticism of the advisory service for its lack of initiative, contact and support over a period of time.

The comments about the advisory service in the HMI Reports could be seen as one measure of its effectiveness in relation to the management of change, and one adviser who was interviewed was aware of this:

"It might even be reasonable to suppose that a school which gets a

bad report is one where the adviser has failed to persuade the staff to change."(Adviser Interview 6)

It should be noted, however, that not all advisers would agree with this point of view. Advisers are very much aware of the fact that teacher's attitudes can constitute a barrier to effective change, and some of them acknowledged this in the returns to the second questionnaire.

The HMI reports are not the only outside reference points, however, as headteachers also have views about the effectiveness of advisers, and those who were interviewed expressed their opinions about this. It is now proposed to use Havelock's model of the effective change agent in order to provide a basis for interpreting their responses. Havelock suggests that the change agent has four roles, catalyst, solution giver, process helper and resource linker(8).

The effective catalyst, according to Havelock, is one who stresses the need for change, and infuses a feeling of common identity and purpose. So, how do headteachers rate the advisory service on these activities?

One response was very positive:

"In a sense, headteachers are isolated, and sometimes they need someone to talk to... The adviser can fill this need, and also provide a sounding board for ideas about change....."

The adviser is in a position to float new ideas pertaining to the curriculum and it is important to pass on this information."(Headteacher Interview 4)

In another instance, however, the adviser got a poor rating:

"We do not have a close relationship with the primary adviser who is only in the school when directed to visit for specific reasons."(Headteacher Interview 8)

It is obvious from these remarks that perceptions of the adviser as an effective catalyst vary very considerably.

The effective solution giver says Havelock, finds out what the real needs of the client are, adapts to suit the particular client, and has more than one solution.

One headteacher noted that:

"The advisory service has been helpful in a general sense regarding provision of opportunities for inservice

training. At a specific level I have had help with the provision of musical instruments."(Headteacher Interview 7)

The same person, however, had some reservations about the range of solutions offered by the advisory service, and she went on to make some suggestions:

"I feel that meetings of small numbers of headteachers in a local area could provide a basis for the primary adviser to talk with headteachers, and give information... Primary advisers should help with school-focussed inservice and try to meet specific needs at different stages of curriculum change within a school. It would also be helpful to have large area meetings with the primary advisers in order to address problems common to an area and have discussion about ways to deal with these. It would be good to get more help with management strategies as well as with policy making and with the curriculum. It is important to have ways of gaining access to new ideas."(Headteacher Interview 7)

Advisers have mobility and consequently possess considerable background knowledge. This places them in a strong position to offer a potential channel for the exchange of useful information, but it seems that not all schools benefit to the same extent. Again,

perceptions of adviser effectiveness in the provision of solutions seem to vary.

The third role suggested by Havelock is that of the process helper, and here, effectiveness is measured by the extent to which the client is supported in the continuation and evaluation of the innovation, and the degree to which an open relationship is built between the client and the process helper. One headteacher made this comment:

"The idea of having a pastoral role is a good one because it allows the advisers to get to know headteachers well... The primary adviser is more of a counsellor, making constructive suggestions and giving support." (Headteacher Interview 4)

Another headteacher said:

"the adviser has been helpful in discussing curriculum development and in policy making. Advisers can also assist with resources and with the selection of staff for in-service courses when they know that a headteacher is trying to encourage development. One adviser arranged a teach-in for parents at a PTA meeting. Having said this, however, I feel a question of style comes with the job, and that some advisers could be more approachable." (Headteacher Interview 1)

It is evident from the remarks made by headteachers that in some instances relationships are very good. But it would also be true to say that some headteachers had certain reservations regarding the accessibility of the service. One headteacher expressed her feelings quite strongly:

"Advisers must be very careful to make sure that they visit all their schools and encourage the feeling that they are approachable people... I would have to be in real difficulty before I would contact the adviser for help."(Headteacher Interview 2)

Another made the following recommendation:

"I feel that advisers should be selected on grounds of personality as well as academic qualifications."(Headteacher Interview 1)

Lastly, Havelock suggests that the effective resource linker is someone who has been able to build up a network of support for the use of clients. Again, there were different perceptions of the effectiveness of the service in this area of operation. One headteacher spoke warmly of her experience:

"I have made a great deal of use of the advisory service... If I wanted information about resources I would turn to the advisory service... I have also drawn the

adviser's attention to some outstanding work done by teachers... It is difficult to identify areas in which the adviser might have done more, because I always got help when I asked for it."(Headteacher Interview 3)

Other headteachers, however, had some reservations, and the following comments illustrate various views. One said:

"Maybe however, the adviser could do more for the schools eg in terms of influencing staffing resources to meet the needs which they observe in schools."(Headteacher Interview 4)

Another drew attention to the fact that:

"There are not enough visits from the adviser. If it were possible for advisers to attend schools more frequently - say once a month - discuss things with the headteacher, and then go into the staff room, and explain that the staff were free to ask questions and talk, this would be much more helpful than the present situation."(Headteacher Interview 6)

One headteacher was very critical:

"At the moment it seems to us that primary advisers are closely associated with a few schools - maybe for good enough reasons - and it seems to us, that teachers in these schools become known, are

selected for interviews, and
subsequently gain promotion."
(Headteacher Interview 8)

The matter of school visits appears to be a critical one and because of this, it is proposed to look more closely at this issue, in relation to the management of change.

When the topic of change in the curriculum is under consideration there seems to be a consensus among HMI, headteachers and advisers about the importance for schools of maintaining contact with the advisory service. School visits appear to be recognized as one of the best ways of doing this, and it is not difficult to appreciate why this should be so. The informal transaction regarding change is possible within the context of a school visit, an approach which may well be more productive than a publicly organised one. In addition, proposals for change which are talked through in this kind of setting may be more acceptable to headteachers and staff than the general recommendations emanating from a central and less personal source.

Nevertheless, although visits are acknowledged to be an important part of the adviser's work, and although

advisers enjoy the privilege of access to schools, their visits do not always make an effective contribution to the management of change. For example, sometimes advisers will not be able to arrange their visits in advance, and so on these occasions, headteachers may be taken by surprise and feel that a discussion about change is not appropriate:

"Some headteachers do not like the 'dropping in' approach, because it doesn't give them an opportunity to prepare an agenda for discussion."(Headteacher Interview 1)

In addition, the adviser has a range of reasons for visiting schools, not all of which are directly related to innovation. The reader's attention has been drawn to pressure exercised by the DEO in relation to visitation. But visits might also be concerned with other matters, like the composition of classes, or with a parental complaint or with staff difficulties. These kinds of visits detract from the time which could be used for discussion about the changes in the curriculum.

What does all of this say about the adviser as a change agent?

It would appear that advisers manage to fulfil many of the requirements outlined in the two models presented in this chapter, although there is no doubt that their performance in some aspects is more satisfactory than in others. It would also seem that they have some scope to exercise active roles in relation to change. George Paton makes this point about advisers:

"They seemed to have a place at the liberal edge of the real teacher, and their contributions were characterised by a hopeful, innovative quality."

But, having said this, it is clear that the adviser's role cannot be simply equated with that of the Change Agent. Although change was identified as a major educational issue in the post Memorandum era, and there were indications that the advisory service was expected to have a major involvement in developments, it is also evident that the effectiveness of the advisory service in this sphere has been determined to a large extent by the degree to which individual local authorities have perceived curriculum development to be important. One gets the impression that in some instances they have fallen short of meeting their responsibilities to their advisory services both in terms of staffing and management. This point is illustrated by the following

comments:

"Although curriculum development is still a major part of their [adviser's] role, the advisory service is now a natural dumping ground for all sorts of middle management tasks, because it has proved itself."(Adviser Interview 10)

"The primary advisers seem to be put in a position sometimes when they are not as well used as they might be. EOs and others who work in the office do not have a clear cut idea of the role of the adviser, and of the kind of things which should be a priority. And so, advisers often get jobs to do which are not strictly part of their role... These duties are time consuming, and EOs and others should try to avoid the dissipation of energy on activities which were never intended to be the adviser's job in the first place." (Headteacher Interview 7)

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CHAPTER V
THE ADVISER IN PARTNERSHIP

"Advisers will function more effectively when their role in the educational partnership is accepted and understood by the other partners."(1)

In earlier chapters reference was made to the expectations held by the authors of local and national documents regarding the role of the advisory service. In many of these publications, advisers were encouraged to accept that an important part of their function lay in establishing links with a range of agencies in Scottish education, and this chapter is concerned with an examination of the issues related to the role of the advisory service within a partnership context. To what extent have advisers undertaken a liaison role? And has the service developed in such a way that it is perceived to have potential as an educational partner?

Partnership has requirements for consultation, and it implies the existence of communication networks, opportunities for personal contacts, and an awareness of other people's roles. It involves a recognition of the work and the worth of all who are involved in the partnership. Partnership is also an acknowledgement of the complementary nature of the knowledge and skills contributed by the partners. It implies

interdependence and mutual trust between the main interests, for each member must give up a degree of independence and self-interest for the good of the whole(2).

These points will provide a basis for making some assessment of the effectiveness of the liaison between advisers and other agencies in Scottish education.

1 Relationships between the Colleges of Education and the Advisory Service

Here, the information gathered from questionnaires and interviews suggests that there are two main strands which deserve investigation.

- a) The first one is concerned with initiatives taken to involve advisers in the work of the colleges, with regard to both pre-service and inservice training.

Following the decision by the Secretary of State for Scotland in 1984 to institute a 4 year BEd. Degree course as a pre-service requirement, the colleges have been obliged to invite personnel from the regional authorities to become involved

with college staff in the planning and assessment procedures related to the pre-service training course. One adviser indicated that "there are very good links with the College of Education". He said that he was "involved in the four year degree course" and that he had "also been involved in the identification of criteria for teacher selection over the past three years". He drew attention to a situation where:

"There is now much more involvement in the placement of students for school experience, and I am able to give advice about schools suitable for specific experiences."(Adviser Interview 1)

In addition to these initiatives the colleges of education have invited a number of primary advisers to act as external examiners, thus enabling them to make contact with students in teaching practice.

Primary advisers are also involved in some aspects of inservice training mounted by the colleges. One adviser reported that:

"Time is also taken up with a heavy involvement in the selection of students for the BEd., Inservice

and the AUPE course."(Adviser
Interview 4)

In addition, they are involved in the selection of candidates for other award-bearing courses where students apply for financial support from the local authority.

National Inservice Courses are often located in the colleges of education and it is usual for a primary adviser to be invited to join the planning committee. In this capacity the adviser is able to direct attention to the perceived needs of teachers and to identify examples of good classroom practice which might be included in the programme. In turn, many advisers make use of the opportunities given by the National Courses to keep abreast of current developments. The importance of these courses in relation to the maintenance of the adviser's own professional development was acknowledged by the great majority of advisers in the returns to the second questionnaire [twenty-eight out of thirty-one].

Not all advisers, however, are involved in making links with the college of education, and there are

various reasons for this. Geographical factors and distance may limit the extent of adviser involvement, and one adviser drew attention to the fact that:

"there is no College or University in this Region."(Adviser Interview 2)

Furthermore, not all advisers have the same opportunities. Differences in remits could influence the kind of communication networks which are formed, and in some regions it is very often the case that only one adviser is nominated to be a regional representative for college links.

- b) The other strand in the relationship with the colleges is concerned with the ways in which college staff become involved in the programmes for curriculum development and inservice training provided by the local authority. It is clear from the comments of advisers that college staff are expected to cooperate with the advisory service in a number of ways. One adviser reported on a situation where:

"there are close working relationships with the College of Education, and someone from the

College is always invited by the adviser to serve on Regional working parties and on the Regional Consultative Committee."(Adviser Interview 4)

Another adviser indicated that he relied:

"on support from the Colleges of Education for the workshop courses run for class teachers."(Adviser Interview 7)

In another Division, mention was made of:

"a reliance on college support for follow-up visits because of the large number of schools involved."(Adviser Interview 11)

This is an important point in view of the fact that many advisers admit that they are unable to provide adequate follow-up visits [see Chapter IV].

On the whole, advisers spoke highly of this kind of support, and it would seem that the relationship between advisers and the colleges is one which is valued on both sides. The bonds between them appear to be maintained by an interactive process which operates at various levels, and in particular, between individuals - a

point which was emphasised by one adviser who said that relations:

"are very good with certain departments and certain talented individuals."(Adviser Interview 7)

This view was echoed by another adviser who felt that:

"relationships with Colleges of Education depend on the presence of individual lecturers who are known to have something to offer. These relationships are fostered and the adviser is then able to negotiate in a satisfactory way with the college hierarchies."(Adviser Interview 10)

It is perhaps worth noting that eight primary advisers had been college lecturers before they entered the advisory service. They were, therefore, familiar not only with networks within the colleges but also with the potential of particular individuals on the staff.

Liaison between the advisory service and the colleges is marked by a recognition of the contribution which each partner is able to make. For example, the colleges seem to appreciate that the primary adviser has

- i) access to schools
- ii) some influence with headteachers
- iii) a knowledge of teaching staff
- iv) an opportunity to get feedback on courses
- v) an overview of a large number of institutions.

The advisory service on the other hand, recognises that the colleges have much to offer. Primary advisers are thin on the ground, and are happy to accept support. They are also generalists, and therefore acknowledge the fact that they need to enlist the help of gifted people with special kinds of expertise. These are the ones who are invited by advisers to undertake a tutor role, because they are able to enhance the quality of local authority inservice provision, and at the same time enrich the professional experience of the adviser.

There are, however, indications that the relationship between the colleges and the advisory service is changing. One adviser spoke with regret about the fact that:

"the college is giving less support now because of its own difficulties."(Adviser Interview 5)

While this may be so in terms of the numbers of college lecturers who are available, it does not seem to be true in relation to the quality of staff. The following two comments reflect the view that the basis of negotiation for the services of college staff may be shifting in favour of the advisory service because:

"the colleges depend so much on the Region for inservice tutoring."
(Adviser Interview 3)

and

"it is evident that the colleges want to please the Region, and to supply tutors who are acceptable."(Adviser Interview 10)

At the same time, there seems to be a desire on the part of the advisory service to introduce more formality into the arrangements, and to give more attention to forward planning. This movement is in accord with the general emphasis on planning which characterised local authority procedures after regionalisation. One adviser pointed out that the college of education:

"has given very good support to the schools in this Region, but there is a need to create some kind of communication network in order to

use this help in the best way. Sometimes it is the case that college lecturers are in the schools and the advisers do not know anything about it."(Adviser Interview 2)

These developments may cause the advisory service to assume a higher profile within the partnership but they will not necessarily undermine the good personal relationships which have been built up over the years.

2 Relationships between the Inspectorate and the Advisory Service

"Public sector education in Scotland is a partnership between central and local Government."(3)

What does this mean in terms of the relationship between HMIs and advisers? The Inspectorate exerts a considerable influence on the school curriculum, both directly and indirectly, through its reports on a variety of issues, and its involvement in the Scottish Consultative Council on the Curriculum [formerly the CCC]. It also plays a major part in the dissemination of information, and in giving pointers to the kind of changes which are thought to be needed. In recent years there have been initiatives which have served to confirm a high profile for the Inspectorate, for

example; the strong management role undertaken in connection with the Primary Education Development Programme. And of course, the publication of the reports of school inspections has contributed to the formation of an increasingly powerful image.

Advisers who were interviewed acknowledged that they had links with HMI, but it was clear from the comments that advisers' perceptions regarding the nature of the association with the Inspectorate varied very considerably. One said:

"I meet with the district HMI every 5 or 6 weeks, meeting alternately in HMI Centre and in the Regional Offices. These meetings are very useful, especially since the publication of the Reports of Inspections. Before the first draft is written an informal chat takes place and the HMI updates me regarding his impressions - he also gives cues regarding the needs of a specific school in terms of staffing and curriculum development. In turn I am able to inform HMI about the difficulties certain schools are facing, eg fires, because it would be unfair to these schools if the HMI visited during a period of crisis. These discussions also take into account the content of recent SED publications, and the current needs of teachers as perceived by HMI and myself."(Adviser Interview 1)

In another Region, a senior adviser reported:

"I have regular meetings with the local HMI - twice a term in fact - and I have very close ties. HMI are also represented on the Regional Consultative Committee, so they have strong links in this Region. They are helpful in directing attention to things, and in giving clues about strategies, but they are also good at giving support and suggestions."(Adviser Interview 3)

These observations suggest that for these two advisers the relationship with HMI is marked by very positive features like good personal contacts and mutual trust. Other advisers were less enthusiastic however, and one pointed out how the communication network was eroded by a formal arrangement for regular meetings between HMI and the principal adviser. He felt that because of this he was excluded not only from general discussions, but also from the follow-up procedures after a school inspection:

"there is an agreed sequence of events which follow the publication of the reports, but none of these bring us into contact with the Inspectors."(Adviser Interview 4)

On a similar note, an adviser in another Region said:

"Relationships with HMI tend at the present time to be second hand

through the EOs, and close links are maintained with only a few HMIs whom the adviser has known for some time, and who have overlapping areas of interest. In the past, there were more meetings with HMI than there are at present. This may be due to recent rapid changes of personnel among the Inspectorate."(Adviser Interview 10)

Some advisers spoke with considerable regret about the changes which were taking place in what had once been a profitable and productive relationship. One said:

"Relationships with HMI have not improved. In the past I gained a lot from their friendship and support. Now relationships are much more formal, and HMI are always looking for information, but give nothing in return."(Adviser Interview 15)

Similar sentiments regarding a deterioration in relations were expressed by another adviser who said:

"in fact, there is a degree of tension at the present time between HMI and advisers because of the messages coming from the schools after the HMI visits. It seems now that HMI take ideas from the advisers, but give nothing in return."(Adviser Interview 5)

Opportunities for personal contact, consultation and communication between the advisorate and HMI seem to be

diminishing - a trend which was pointed out by one adviser who said:

"HMI are less close and less helpful than formerly. I seldom see them except on National or Regional Committees."(Adviser Interview 9)

It appears, however, that although the Inspectorate are meeting less with the advisory service, they have increased their contact with the Directorate. This development was identified by the adviser who said:

"HMI have a fairly high profile in this Division, and attend meetings with Education Officers and Advisers from time to time. I get the impression that the directions taken in curriculum development and inservice training are influenced by advice given by the Inspectorate."(Adviser Interview 12)

A similar situation was reported in another region:

"The Inspectors are represented in the Regional Consultative Committee, and the Directorate seem to be fairly sympathetic towards HMI, looking favourably on their initiatives."(Adviser Interview 4)

This trend on the part of the Inspectorate to consult more at Directorate level, and to exercise more control over curriculum development introduces a new factor

into its relationship with the advisory service. Even allowing for the fact that many advisers accept that there is a potential for overlap with others who work in education* they may still find it disconcerting to observe moves on the part of the Inspectorate to pursue a more interventionist and directive line with the local authorities. Yet, notwithstanding expressions of concern, there was evidence that advisers were able to view their own contribution within a broad educational perspective, and also accept the fact that shifts of emphasis within a relationship need not be completely destructive. One adviser said:

"The Inspectorate do attempt to influence curriculum development, but they do get involved in reasonable discussions, and they do provide a source of information."
(Adviser Interview 4)

It seems likely therefore, that there will still be roles for HMI and advisers in the foreseeable future, because the complexity of the education system is so great, and EOs need ample professional advice(4).

It is, however, the publication of reports on the inspections of individual schools which have triggered

*Footnote: Replies to the second questionnaire indicated that twenty-five out of thirty-one accepted the potential for overlap.

off a number of changes which may not yet be widely appreciated. In the first place, the concern about quality control in education has brought HMI more into the public eye:

"The Government's action in making reports public is part of an effort to explain the worth of HMI and their role in maintaining standards, to a wider audience."(5)

Secondly, most HMI Reports call for local authority action as well as for a response from the school. If the report is critical, there are implications for the advisory service, for the adviser has a duty to support headteachers and staff through difficulties arising from comments in the local media or from expressions of parental concern. In this sense, therefore, there are some aspects of the reporting process which will bring headteachers and advisers into closer contact and may, as a result, give the advisory service a higher profile within the schools(6). But, how does the reporting process affect relationships between HMI and advisers?

When advisers were asked about this, the answers which they gave were varied, and ranged over a number of issues pertinent to partnership. Some advisers expressed concern about the erosion of mutual trust:

"It would seem now that HMI find out about advisers through the EOs, and by questioning headteachers in schools. So, in general, relationships in this area are at a formal level and leave a lot to be desired."(Adviser Interview 10)

And again:

"Relationships with HMI are good, but the knowledge that HMI are asking in schools about the frequency of adviser visits introduces another dimension." (Adviser Interview 11)

Others were more optimistic, and pointed out that the reporting process provided an opportunity for advisers to demonstrate their particular knowledge and skills.

One said:

"In some senses the publication of HMI Reports on schools is a good thing, and gives a sense of direction to the adviser's work. In fact it could be seen as a high priority, but it means a big commitment in adviser's time as there is a long-term follow-up procedure."(Adviser Interview 14)

Again:

"The publication of the HMI reports for example, have had a positive effect, because this has allowed advisers a way into school and provides a lever for developments."(Adviser Interview 2)

Finally, a comment with a different perspective but still emphasising a way in which advisers can play a distinctive role:

"the publication of these reports is a good thing for the advisory service because, more and more, I am becoming involved with parents who are raising points contained in the Report and looking for explanations... I am in the position of being able to interpret the policies of the Region and to allay the anxiety of parents."(Adviser Interview 1)

It would seem that over the period from 1965 to 1985 the relationship between HMI and advisers has changed. As the advisory service has developed the differences between the two services have become more clearly defined, and this process may have been accelerated by the increased emphasis on accountability. For example, if a management problem is identified during a school inspection HMI do not share this problem with the headteacher. Instead, they make suggestions to the headteacher about where to seek advice. If, on the other hand, the same problem is raised in the school by the headteacher in discussion with the adviser, it would be acknowledged as a shared problem. The Inspectorate have no formal role in the task of providing the support needed to deal with issues which

they have identified. In this, they are not backing away from their responsibilities, but they are observing an important boundary between inspecting and advising - a boundary which is understood and accepted by advisers as part of the way in which the service is developing(7). One said:

"Who else can follow-up the HMI Reports... The adviser is the person most strategically placed to do this."(Adviser Interview 7)

And again:

"It is the responsibility of the adviser to see that the suggestions in the report are implemented."
(Adviser Interview 3)

Advisers and Inspectors share many of the same concerns. Both care about the effectiveness and humane implementation of the curriculum, and both are involved in matters relating to differentiation, relevance, breadth and balance. It takes two to make a relationship, however, and it takes the efforts of both partners to keep it going. One can only wait and see if there are sufficient opportunities in a changing educational scene for the kind of consultation and contact which will maintain coherence, understanding and respect within the partnership.

3 The relationship between the Scottish Consultative Council on the Curriculum and the Advisory Service

This council was established in 1965 as the Consultative Committee on the Curriculum, and during the period under review, its status was that of an advisory body with no executive function. Its terms of reference required it to maintain a general oversight over the school curriculum, both primary and secondary, and also to draw the attention of the Secretary of State to any aspect of the curriculum, whether general or particular which seemed to call for consideration by specialist bodies.(8) The Scottish Consultative Committee sought to accomplish its remit through cooperation with education authorities, colleges and other agencies, and with this in mind, advisers were given an opportunity in the interviews to express their views about their relationship with this body, and in particular with the Committee in Primary Education [COPE]. It should be noted that the recently formed Scottish Consultative Council on the Curriculum is now a limited company.

It was apparent from the information gathered through the interviews that over the years, links had been developed between COPE and the advisory service. Both groups demonstrated an awareness of each other's role,

and advisers accepted that they had a part to play in the dissemination and interpretation of COPE material. One said:

"Advisers are the people whom HMI and COPE contact immediately when there are documents and publications for the schools."
(Adviser Interview 3)

Reservations were expressed, however, regarding the quality and usefulness of some of the material which was available:

"when documents come it is the adviser's job to read them, and to consider whether it is opportune to send them to the schools. If they are worthy of attention, meetings would then be arranged so that they could be discussed with the headteachers... The advisers are therefore fairly critical of these publications."(Adviser Interview 3)

Some advisers were also critical about the lack of opportunities for personal contact and consultation with COPE and, in one particular instance, dissatisfaction was expressed about the way in which the advisory service was represented on COPE. One adviser in the West of Scotland said:

"There is little contact with COPE which seems to have more representation from the East of

Scotland than from the West."
(Adviser Interview 14)

On the other hand, although contact with COPE is limited for some advisers, membership of the committees brings benefits for others:

"COPE does of course play a useful part in the professional development of these people who are invited to join."(Adviser Interview 10)

In this context, it is interesting to note the comments made by George Paton who was a Chairman of COPE in the eighties. Mr Paton, who agreed to be quoted by name, said:

"COPE worked hard at trying to involve a variety of people... To this end, nominations for COPE were received from groups which represented a wide range of educational interests, including the SED, Colleges of Education, Regional Authorities, the EIS and the Association of Educational Advisers in Scotland."

In his view:

"Advisers were well represented, and had made a significant contribution to the recent COPE Discussion Paper." [Primary Education in the Eighties]

This comment contains a generous acknowledgement of the work and worth of the advisory service, and while these sentiments may not be wholly reciprocated by advisers, there is no doubt that the latter accept that they have a role to play in implementing guidance from COPE. Within the relationship there is also evidence of a sharing of common goals. George Paton drew attention to this when he pointed out that the advisers who served on the committee:

"fitted in well with the purposes of COPE because, in common with COPE, advisers were trying to get things to move, and were accustomed to using persuasive methods."

This is a partnership characterised by a fair degree of goodwill and cooperation. COPE acknowledges the role of the advisory service, and in turn, the advisory service is influenced by COPE. One adviser explained that when she and her colleagues made decisions about their programmes they did this "through reference to COPE documents, SED publications, or divisional guidelines"(Adviser Interview 15) - an indication that COPE materials are given due consideration among the range of resources available to the advisory service.

Conclusion

This chapter has been devoted to an examination of the nature of the links between the advisory service and three important agencies in Scottish education. A variety of arrangements seems to exist between the advisers and the other groups in order to further liaison. There is an awareness of the importance of consultation and personal contacts and an appreciation of the need for interdependence and mutual trust. It would be a mistake, however to think of these relationships as partnerships in which there is complete consensus, or where differences are ignored. One adviser gave an example of this in relation to the colleges of education:

"College staff and advisers have different roles in inservice training. Of course, there is a place for cooperation between the two, but college staff do not have the same all-round vision as advisers have."(Adviser Interview 13)

Neither are the partnerships static, and reference has been made to changes which have occurred over a period of time. Some advisers will have more opportunities than others to devote time and energy to building useful networks, and some will be more successful than

others in making use of these opportunities. It is clear that on the whole, advisers have taken their liaison role seriously, and that within the various relationships they have fulfilled to a greater or lesser degree, many of the requirements of partnership offered in the definition at the beginning of the chapter. In many ways their contribution has complemented the knowledge and skills of the other agencies. For example, as the advisory service has developed, it has provided a necessary interface between the schools and the colleges of education, occupied a key role in providing support in schools after Inspections, and offered a channel for the dissemination of information from national curricular groups. By undertaking a liaison role the advisory service has not only gained recognition and acceptance, as an educational partner, but it has over the years, developed its own distinctive identity as a service:

"The person emerges only in the context of other people, in the web of human relationships."(9)

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CHAPTER VI
CHANGING WORK PATTERNS AND THEIR IMPLICATIONS:
DEVELOPMENTAL NEEDS

In the interviews, advisers were asked to comment on the nature of their daily programme. It was significant, though perhaps to be expected, that in a number of instances, mention was made of a trend towards different kinds of work patterns, and also of the emergence of new demands on advisers' time. One adviser expressed this view:

"I feel that it is no longer possible to discuss a typical day. The daily round used to be initiated by me, but to an increasing extent I am involved in some kind of trouble shooting on behalf of the Education Officers."(Adviser Interview 6)

Since the setting has an important effect on the behaviour of advisers and on their ability to perform their tasks, it is now proposed to look at some recent changes. In doing so, consideration will be given to the implications which the changes may have for the role of the adviser and for his professional development.

1 The Parents' Charter

In the interviews, reference was made to ways in which the Parents' Charter had affected the daily round of duties, and, as has been the case with so many other

issues related to the development of the service, there was no uniformity in the responses. One said:

"The Parents' Charter has brought with it a lot of administrative work, but now I have a clerical person who deals with this. She does of course require to consult with the primary adviser if there are any problems. If parents make an appeal regarding an under-age placing request then I become involved."(Adviser Interview 1)

These arrangements did not apply in other regions, however, and one adviser in a rural area pointed out that:

"under-age placing requests... have led to a considerable amount of time being spent on travelling very long distances to interview children in their homes."(Adviser Interview 2)

In another region, it was different again:

"The Parents' Charter has not affected the advisers in this region in relation to under-age placing requests, because there is... [other] machinery to deal with them."(Adviser Interview 3)

It was not just in relation to under-age placing requests, however, that advisers felt that the Parents' Charter was affecting their workload. It was becoming

apparent to them that parental involvement was manifesting itself in other ways. One pointed out that:

"much more time is now spent on dealing with parental complaints. These are increasing."(Adviser Interview 13)

Similar sentiments were expressed by another adviser:

"It seems that, more and more, advisers are being asked to deal with parental complaints and demands. This is very time-consuming as even the most trivial complaints have to be investigated."(Adviser Interview 15)

This comment was followed by an interesting observation regarding the role of the adviser:

"It is clear that someone has to attend to the growing number of situations where there is a potential for confrontation and anger between parents and schools. Someone has to act as a mediator and take the heat out of these situations. Maybe this is not what we should be doing, but who else is there to do it?"(Adviser Interview 15)

The answer to this question is that there is probably no one else in the system with the appropriate knowledge and experience of primary education to attend

to these tasks. At the same time, however, it has to be pointed out that:

"If an Advisory Service were made responsible for curriculum development in a significant way, this would be made the prime claimant on the time and energies of staff. Other competing functions would be removed or materially diminished."(1)

It would seem that serious consideration needs to be given to the increasing number of demands which are now being made on the resources of a small service. Some of these will now be examined in order to assess what constitutes a 'competing function'.

2 Diversity of Commitments

While there was evidence from the responses that advisers appreciated "the diversity of function and wide curricular responsibilities" which were part of the job, it emerged from the discussions at the interviews that what had once been stimulating and challenging was now becoming more and more difficult to cope with. One adviser pointed out that in addition to:

"trouble shooting, or enabling or supporting... I have also to attend to many other duties, and schools are just not aware of the diverse

demands on the adviser's time."(Adviser Interview 5)

Another drew attention to the difficulties of assimilating extra tasks into routine demands:

"Other duties are often of a very varied nature, and the adviser with a regional responsibility is often seen as a general dog's body for the agencies who come to the region, like the BBC and the National Trust. One has to accept of course, that this is a necessary role, as it is important to have one person to whom people can relate. Because of these duties administrative concerns tend to increase and this is something which one should try to avoid."(Adviser Interview 2)

There seemed to be a general agreement among advisers that the increase in administrative duties caused a diminution of their role in curriculum development, and the following comments illustrate this point:

"In recent years, however, I have had to undertake more duties of an administrative nature, and this has caused me to feel more and more distanced from schools and from teachers."(Adviser Interview 13)

and:

"There is an increasing trend to involve advisers more and more in administration, and this means that an adviser has less time for the

role that they should have in curriculum development."(Adviser Interview 12)

One of the other areas of concern for advisers was a trend towards greater involvement in outside committees. Thirteen said that they had too many other commitments at both local and national level. These included membership of national committees such as COPE, involvement in planning groups for national courses, and attendances at meetings in the Colleges of Education. There is perhaps a case here for an Education Officer to keep a close watching brief on the remits of individual advisers, so that the load does not become excessive. On the other hand, these liaison activities can hardly be described as 'competing functions'. It is important that the advisory service is represented at national and local level, and the significance of a partnership role has been underlined in a previous chapter. Advisers have much to gain from having wider contacts in Scottish education, and indeed they have often actively sought them as a way of increasing the status and influence of the service. As has been the case with so many other issues related to the adviser's workload, this points again to the meagre staffing levels in the service, and also to the fact

that the advisory service has:

"not been maintained in the way we would expect if an LEA were taking their responsibility for curriculum seriously."(2)

In the second questionnaire, advisers were asked if they were ever expected to undertake duties which they would regard as "non advisory" and which might therefore be termed as 'competing functions'. More than half [twenty out of thirty-one responses] indicated in the affirmative. These tasks appeared to be very varied, and ranged from making coffee at meetings to counting surplus classrooms in a time of falling roles and cutbacks, transporting equipment to and from schools, and attending to administrative duties related to fuel emergencies. It was, however, significant that only five advisers thought that these kinds of duties reduced their effectiveness. This view is probably related to the fact that while advisers are attending to these tasks they still feel that they are in personal contact with teachers and schools. One adviser put it this way:

"Advisers get involved in all sorts of things which are not really their job eg acting as a mediator between a headteacher and the EO. One of the problems is that in certain areas the adviser acts like

a low-key EO eg a big involvement in the classification procedures, in the giving of advice on compulsory transfers of teachers in relation to parental complaints and in the allocation of new school furniture. In a sense of course, all these things are related to school policies."(Adviser Interview 14).

It is obvious that advisers are not altogether sure whether they should be undertaking these functions or not. What is certain, however, is the fact that there are perceptible shifts in the nature of the adviser's workload, and that there are implications in this for the role of the adviser and the development of the service.

3 Implications of Change

The advisory service is in a state of transition and development, and this is reflected in the ambivalence of advisers towards their tasks. On the one hand, advisers say that they:

"do not object to the variety which the job offers."(Adviser Interview 10)

But, on the other hand, they have serious reservations about a trend which could impair relationships with the schools and erode the credibility of the service. One

said:

"There is really no typical daily work pattern because of the growing number of long-term fixtures... Six years ago the pattern was different... Now there is less room for manoeuvre, and the thing that seems to suffer is the coverage of schools."(Adviser Interview 7)

There are general feelings of uncertainty and dissatisfaction about the performance of the service and WA Gatherer who was Chief Adviser in Lothian has this to say:

"advisers are given too little time to be effective agencies for curriculum development: they are involved so much in staff appointments and other management functions that there is little time for curriculum development."(3)

Headteachers also expressed concern about the way in which changes in the adviser's workload was affecting the schools' perceptions of the service:

"It would be better if headteachers understood the adviser's role. This would result in a more tolerant attitude and an acceptance of the fact that the adviser is not able to visit as often as she would like."(Headteacher Interview 1)

The changes have brought criticism and confusion, and this points to a need for clarification of the adviser's role and function, something which is of course the responsibility of the education service. The prescriptions contained in the literature of the sixties and seventies seem no longer to be valid in the practice of the eighties. New demands are being made on the time and energy of advisers, and expectations about the kind of skills and knowledge which advisers will need in the future are changing. In this time of transition advisers are faced by constant dilemmas:

"in ordering their priorities and using their time: generalist-specialist, manager-consultant, administrator-counsellor, and so on. By implication it raises questions about advisory staffing levels, the leadership of advisory teams, and the training of advisers."(4)

This last point deserves further consideration, because there are implications for the training of advisers within a changing educational context. This will now be looked at under a separate heading.

4 Developmental Needs

The range and variety of professional needs are very wide, and are related to age, personal and professional

education, experience, personality and temperament. There are four main types of needs - induction needs, extension needs, refreshment needs and conversion needs for retiral or redeployment. Part of the adviser's job is to encourage teachers to identify these needs, and to provide them with the means of achieving greater competence and confidence. But, if teachers have professional needs of various kinds, then so do advisers. So, what kind of provision exists at the present time for meeting the developmental needs of the advisory service?

In the first questionnaire, advisers were asked to say if any provision had been made for training before they entered the job and it was clear from the responses that no arrangements had been made for this. Some advisers, however, made interesting comments about their previous experience. Three people pointed out that their time as college lecturers had been useful, and another drew attention to the fact that the period spent as a staff tutor had been helpful, because this had given him a chance to work along with advisers and so gain some insight into the nature of their work. Reference was also made by one adviser to the support and guidance given to him by his colleagues when he

started in the service. Although this kind of experience is useful, it does not in any way compensate for the lack of formal induction procedures.

It was also evident that the absence of opportunities was a long standing situation, since the information was given by advisers who had served for as short a time as three months at one extreme and over twenty-one years at the other. What does this indicate? Does it suggest that the job of the adviser is thought to be very similar to that of a headteacher or teacher? This is unlikely because:

"The work of an adviser involves a range of skills which are different from those of a teacher. Very wide background knowledge is needed...(5)

It is more probable that, in a developing service there was little consensus about either the need for training, or the kind of training which was required, and so no decisions were taken about it. And, maybe, in a small service, the numbers of new recruits did not seem to justify the expenditure of time and money which would be involved. It is interesting to note that in England, where the numbers are much greater, the National Association of Inspectors and Advisers

undertakes a responsibility for organising courses for those members who are in their first year of service(6). In Scotland, however, it would seem that newly appointed primary advisers have to rely to a considerable extent on the support and guidance given by other more experienced colleagues. While this kind of support is always welcome, it is not enough. For, if it is the case that training is limited to this alone, then the result will be that a new adviser is introduced to the prevailing work pattern in a particular group without having had opportunities to appreciate that alternative models may exist. In addition, it is likely that most of these patterns will be firmly established, many advisers having been in the job a long time. This is borne out in the responses to the questionnaires, and the information is set out in the following table:

over ten years in post	- twenty-one advisers
between five and ten years in post	- twenty-two advisers
less than five years in post	- nine advisers

Since no serious attempt is being made to meet the induction needs of advisers, the next question concerns the provision being made for the extension and refreshment needs of people who obviously remain in post for many years. And, in addition are there any

arrangements being made for conversion needs in a time of change? Advisers would benefit from opportunities both to appraise their role within a broad educational context, and to understand the changing settings in which they work. They need skills, plus a knowledge of theory combined with experience so that they have a basis for action when dealing with problems.

As far as experience on the job is concerned there does not seem to be a problem. Advisers acknowledged that they learned a great deal from their colleagues. One said:

"one of the most important influences, however, in shaping trends for me is the influence of my colleagues in the primary advisory service."(Adviser Interview 9)

It was also evident that the varied nature of the adviser's job offered many opportunities for continued professional development. While there were some advisers who deplored a trend "to do more and more errands for the EOs"(Adviser Interview 13) there were others who appreciated that the opportunities which arose from undertaking delegated tasks gave them a chance to appraise their role in a

wider educational scene. The changing demands made by headteachers and teachers also provided a continued motivation for advisers to improve their knowledge and skills. One adviser made this comment:

"in relation to curriculum development I highlight the importance of becoming well acquainted with the areas of the curriculum for which I am responsible. And so I read, look for the best practice, and talk with others in the field, in order to build up my own expertise."(Adviser Interview 10)

On the other hand, there were others who were aware of the limitations inherent within the pressures of the daily round. They were very conscious of a need to be extended beyond their existing competences. One said:

"it would also be desirable to have more time to think, to read and to plan instead of constantly having to respond to crisis situations."(Adviser Interview 12)

There was evidence too, that individual advisers were taking steps to improve their professional standards. In the second questionnaire they were asked to indicate some of the ways in which they attempted to do this. In this return, all who replied [thirty-one] said that they regarded reading as an important means of gaining

knowledge. Twenty-eight said that they made use of courses located within their own area in order to keep in touch with current developments at local level. This type of course would probably be included in a regional or divisional inservice programme, and would be arranged by other advisers for headteachers and teachers. Twenty-eight indicated that they attended national inservice courses, and in these circumstances they would be nominated and financed by their employing authority. Local authorities also give financial support to the twice yearly meetings of the Association of Educational Advisers, and twenty-five said that they took advantage of these occasions. Advisers also made use of the resources available in the colleges and the universities. Fifteen had attended college courses and six had attended courses offered by the universities. Eight said that they had undertaken further independent research.

It is encouraging to know that in some instances, the advisory service is making an attempt to use its own resources to promote development. For example, an Advisory Support Group in Glasgow arranges an annual two-day residential conference in order to discuss current issues. It also tries to provide other

opportunities throughout the session when experiences can be shared with colleagues. This is a move in the right direction, but it is not enough.

Although some opportunities for extension and refreshment do exist within the education system, and it is apparent that some advisers are making use of them, the kind of training which is available at the present time is surely inappropriate for a service which has been located within a context of increasing accountability. Advisers have an obligation to take their professional development seriously, and the local authority should acknowledge its responsibility for this.

At the present time, the uptake of training seems, on the whole, to be left to the adviser's own initiative. There was, however, one exception to this situation, and in one of the interviews,* attention was drawn to the practice in one region, where whole-day staff conferences, concerned with personal and professional development were organised on a monthly basis for the advisory service. Advisers were expected to attend on these occasions.

*Adviser Interview 4

No doubt a case can be made for voluntary inservice training, because it could be said that people who attend courses under duress are not likely to benefit as much as if they attended on a voluntary basis. At this stage in the development of the advisory service, however, a case can be made for the provision of a programme which is centred on the particular requirements of the service at this time. It should cater for every type of training need-induction, extension, refreshment and conversion, and should require the attendance of all advisers. After all, compulsion to attend inservice courses is not unknown in the education service. One adviser made reference to instances of this:

"This type of inservice is compulsory, and the EO is kept informed about schools which do not send representatives. Pressure is then applied, in order to encourage participation."(Adviser Interview 15)

If teachers have to accept the notion that inservice training can sometimes be compulsory, then advisers have to accept this too. In addition, the responsibility for developing the curriculum is one which involves a continuous study of resources, books, methodologies and educational thought. It is a process

which calls for commitment:

"a process that is not satisfied by the ad hoc attendance of individuals at courses, or by the occasional secondment of a member of staff."(7)

The quality of any developmental programme would be of paramount importance too. At the present time many advisers are seeking extension and refreshment from attendance at courses which are designed to meet the needs of other groups within the education service. These opportunities need not be denied to advisers in the future, but they should be complemented by a programme which seeks to provide appropriate training opportunities for all advisers in a time of change.

In recent years, national documents related to primary education have stressed the importance of certain fundamental principles in learning and teaching, and they have emphasised the need for a systematic, continuous and relevant approach(8). It would seem inevitable that a worthwhile programme designed specifically to meet the developmental needs of the advisory service should also incorporate these characteristics.

A systematic approach involves planning and the presence of an orderly structure. This is something which would be appreciated by advisers. They have busy schedules, and it is important that they know in advance what a developmental programme is likely to involve in terms of time and commitment. The principle of continuity should also be observed by making opportunities for training available at regular intervals in order to maintain momentum and motivation. Close attention should be given to the content of the programme so that it has relevance for advisers at every stage of their professional development. There should be opportunities for advisers to examine their own skills, strengths and training needs in detail. There should be a chance to recognise and develop necessary new skills, enhance existing ones, and set aside those which are now redundant. Opportunities should be provided for the practice of management and counselling skills, for classroom observation and report writing as well as for the understanding and management of stress in a changing educational scene. Dr Gatherer makes an interesting observation:

"I should also like to see advisers trained in research."(9)

In addition, any programme which is concerned with the provision of appropriate opportunities for professional development should incorporate time for feedback and appraisal of the adviser's work.

The planning of such a programme is an onerous undertaking, and time, foresight and vision will be needed by those within the local authority who would undertake a responsibility for this. Perhaps one has to accept the fact that current pressures within the educational service may affect the feasibility of such developments in the short term, but there can be no question of their desirability in the long term. In a previous chapter, reference has been made to the importance of the relationship between the advisory service and the Inspectorate and the Colleges of Education. Both the Colleges and the Inspectorate(10) make regular provision for the training of staff, and if the standard of dialogue between the partners is to be maintained, then the subject of professional development for advisers will have to be taken seriously. At this juncture in the development of the service there are some who may say that all that is needed is a modest development of the adviser's present role. There are others who will be doubtful about the

wisdom of adding new tasks to an already crowded and increasingly diverse job specification. There should be no disagreement, however, in accepting the view that training will be an essential element if the local authorities and their advisers are to play a significant part in the future of Scottish education.

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CHAPTER VII
THE ADVISORY SERVICE AS A SUPPORTIVE AGENCY:
FUTURE TRENDS

This study has been concerned with an examination of a number of strands related to the growth and development of the primary advisory service over a period of twenty years, and some central issues have emerged from the investigations into what it is that primary advisers do, and what they think about their work. Questions have been raised in Chapters I, II and III regarding the role of the adviser, particularly in relation to the management of change and the concept of partnership, and attempts have been made to deal with these systematically in Chapters IV and V. Attention has been given in Chapter VI to the ways in which the adviser's work is changing with implications for staffing, management and training. In many instances no simple answers have been given to the questions which have been asked, and, maybe this is not surprising when one considers some of the complexities inherent in this research. The writer has encountered difficulties which were not fully appreciated at the outset, but which have become apparent as the study progressed. This point is well illustrated in a comment made about research being undertaken into the advisory service in England [1987].

"Imagine a number of people separated by distance and experience who are involved in an ill-defined, diffuse and changing activity when each has only a localised horizon. Imagine too, that there are real differences in local practice. Inevitably, the individual's descriptions and perceptions of this activity are likely to vary considerably and there are going to be substantial difficulties in compiling any sort of national picture."(1)

An acknowledgement of the difficulties does not mean, however, that this study will be concluded without a serious attempt to identify what it is that has emerged over the course of twenty years as being "essential" to the practice of advising in primary schools in Scotland. At the end of Chapter II reference was made to a number of facets in the adviser's role - facilitating, resourcing, liaising, monitoring and supporting. These activities were identified in the documentation mentioned in the early chapters of this study, and their existence was supported by the information gathered about advisers' activities contained in subsequent chapters. So far, however, no clear answer has been offered to the question posed at the end of Chapter II, which asks if there is any one of these roles which has been given a priority in the adviser's daily round. The answer to this question

might well be significant in the sense that it could hold the key to understanding the character of the service which has developed since the publication of the Memorandum.

Discussion in this chapter will focus on this issue. Key aspects of the adviser's role will receive consideration, and mention will be made of current and future developments in education, and their implications for the advisory service.

1 Facilitating

What part does facilitating play in the daily work of the adviser? How important does it appear to be?

Frequent reference have already been made in previous chapters to the facilitating role performed by advisers, and it is clear that this is a function which advisers expect to undertake. Indeed, it is an activity which is in a sense formalised for them in the context of inservice training, because in this situation it is unlikely to be undertaken by anyone else:

"it is the adviser who sets up the course and acts as the facilitator.

These are very important functions."(Adviser Interview 5)

There is, however, evidence that advisers have freedom to exercise a more informal approach to the facilitating role in other kinds of situations, for example, within a school:

"If good relationships have been established with the school then the adviser is able to attend to a whole variety of aspects in education, and not just to curriculum. He has a role as a facilitator, drawing support from a wide network of people."(Adviser Interview 6)

or, as a member of a committee, George Paton had this to say about those advisers who were members of COPE:

"They had access to the kind of knowledge which keeps things moving along, in the sense that they had influence with the authorities, and wide contacts within the colleges and schools. This kind of facilitating role proved to be an effective mechanism within the committee."

It can be concluded that facilitating is generally recognized as an important advisory activity, and at least one headteacher felt that advisers should take this function very seriously because of the

potential which it offered. She said:

"advisers should be gatherers of thinking at divisional and national level, putting ideas together so that people in the schools can get a picture about trends and priorities, and hear about good pieces of research."(Headteacher Interview 7)

2 Resourcing

Reference has already been made in Chapter IV to the role of the adviser in providing resources in the management of change, and it is clear that resourcing is still an aspect of the work load. Headteachers continue to hold expectations about the adviser's ability to assist with resources, but the fact is, however, that advisers do not control the purse strings directly, and therefore they have limited formal power in the allocation of supplies. What they do have is a knowledge of how the system works, and opportunities to offer advice about books and materials. The following comments illustrate these points:

"I know that the adviser is often aware of surplus materials which might be transferred from other schools."(Headteacher Interview 1)

"The advisory service has been helpful... in advising on

resources."(Headteacher Interview
6)

Changing work patterns have had an effect on the nature of the resourcing role. One adviser commented on this:

"at the beginning of my career as an adviser... I was also concerned with school buildings, school furnishings, and with the provision of resources for schools."(Adviser Interview 13)

Now advisers are no longer involved in supplying a wide range of resources to schools. Increasingly, the trend is to give the schools more autonomy in this area, and the recent introduction of Devolved Management of Resources [1990] gives schools power to exercise control over their own resources in the future. The resourcing role is therefore one which is diminishing in importance for advisers.

3 Liaising

Reference has already been made to the importance of the liaison role of the advisory service in the chapter about partnership [Chapter V]. In this instance, however, the discussion centred on the relationship between the advisory service and HMI,

the Colleges of Education, and COPE. It did not acknowledge the extent to which advisers liaise with other groups of people in the education system. In particular, no attempt was made in Chapter V to assess the significance of this role in relation to the schools, and so it is now proposed to examine this aspect in greater detail.

It was evident from the interviews with headteachers that they often felt isolated and out of touch. Many of them looked on the advisory service as a means of maintaining communication and contact with the system at large. One said:

"The advisory service helps to bridge the gap, and tries to personalise a system otherwise lacking in this quality."
(Headteacher Interview 5)

Headteachers seemed to think that advisers could have a significant role to play in liaising with parents:

"The adviser can also help in bridging the gap between the school and the parent... one of the advisers spoke to them about the curriculum." (Headteacher Interview 6)

In addition, headteachers were aware of the physical and psychological gap between the schools and the colleges of education, and they felt that advisers were in a position to maximize opportunities to bring these two groups into closer contact:

"Obviously, it is important for the adviser to have links with schools and colleges, because this kind of liaison is valuable to headteachers, and allows them access to useful contacts."
(Headteacher Interview 4)

In turn, advisers were very conscious that the individual institutions which form the education system lack sufficient opportunities for contact and communication with one another. Schools are often in this situation, and advisers can try to minimize feelings of vulnerability:

"Advisers have the freedom to move from school to school, and this allows the adviser to develop a liaison role, and to break down the feelings of isolation which exist in schools."(Adviser Interview 11)

Clearly, the importance of the adviser's liaison role is widely acknowledged and appreciated by the schools.

4 Monitoring

It was interesting to compare the attitudes of headteachers and advisers on this issue. The responses from headteachers suggested that they did not think that the development of the service had been characterised by an excessive emphasis on a monitoring role. In fact, it was acknowledged that, in one sense, monitoring had a worthwhile contribution to make. One headteacher said:

"advisers need the schools in order to pilot new developments and to monitor them. They also need to keep in touch with the classroom situation, and with what is going on in schools."(Headteacher Interview 8)

There did not seem to be any fears that this kind of monitoring would be equated with inspecting, as the following comments illustrate:

"I don't see the adviser as an Inspector."(Headteacher Interview 4)

"People relate to the primary adviser more as a teacher than as a symbol of authority."(Headteacher Interview 2)

"I do not see the adviser as having an inspectorial role because I know what the job is about."(Headteacher Interview 3)

This is, however, a situation which may be about to change, as one adviser pointed out:

"Perhaps the future holds a more inspectorial role for the adviser, and this reflects the movement towards greater accountability."
(Adviser Interview 11)

This view was supported by another adviser who said:

"Now, however, the Region is about to embark on a massive programme of inservice training and staff development. This will include teacher appraisal as well as professional development, and so the teacher's perception of the adviser's role will change... there seems to be some indication that advisers may be asked more and more to undertake an inspectorial function. This is something which advisers tend to resist at the present time."(Adviser Interview 4)

Advisers may not be happy about this trend towards more and more monitoring, but it is one over which they will have little control, as current events have shown, in relation, for example, to the arrangements for Quality Assurance in Strathclyde Region which include the appointments of a chief adviser, inspectors and a director of a staff college.

5 Supporting

"Support" is a word which is used very freely and frequently by advisers, and also by others when speaking about them. It is a very general term, and capable of a variety of interpretations. It would therefore seem appropriate to take time to look closely at the various strands in this complex concept.

Reference has already been made in Chapter IV to the support which advisers can give in the management of change, but it is clear from the interviews that the "supportive" role goes beyond the context of innovation, and permeates the daily round in various ways, at different levels in the system. The following examples serve to illustrate this point.

Advisers are in a unique position, able to offer support to the schools, and also to the administration. Among advisers there is a high degree of awareness of the importance of serving both of these groups. Speaking of the schools one said:

"I feel that it is very important to get to know teachers on a personal basis."(Adviser Interview 13)

Another adviser made reference to the need to give support to the administration:

"The Directors are increasingly aware of the advisory service, and say that they could not function without them."(Adviser Interview 3)

In addition to these two groups, advisers are expected to give support within their own service, and in two instances, reference was made to this:

"staff tutors also work along with me, and I have frequent meetings with them, in order to get feedback on their work, and also to give them support and advice."(Adviser Interview 15)

"The tutors need to be supported too, and I spend time each week on a Friday morning in discussion with them."(Adviser Interview 5)

It is evident that when advisers are involved in a "supporting" role they are in contact with various groups within the system. But, one may ask, what kind of things is it that advisers do when they are acting in this capacity. The interviews suggest that "supporting" can be associated with a

whole range of activities. These will be identified and looked at in turn.

One type of support is certainly related to the management of innovation, and is recognized by advisers to be an important facet of their work.

For example:

"I am... concerned with identifying headteachers and teachers to undertake pilot work, and with supporting and encouraging them in their undertakings." (Adviser Interview 10)

"Support" is also associated with the giving of advice, and this seems to apply to a range of circumstances, as the following comments from headteachers indicate:

"One example of the support I have had is in relation to difficult or unsatisfactory staff." (Headteacher Interview 2)

"The adviser has been helpful in giving advice on the handling of different kinds of problems." (Headteacher Interview 3)

Advisers see themselves operating in a supporting role in connection with the development of teacher professionalism. One adviser pointed out that:

"more and more headteachers turn to advisers for advice on their professional career." (Adviser Interview 3)

Another adviser drew attention to the practice of inviting headteachers and teachers to undertake the role of chairperson of a study group or working party. This was seen to be a way of creating opportunities for these people to improve their professional skills, while the adviser still retained an important back-up function within the group:

"my job would be to support them."(Adviser Interview 10)

Local Authority guidelines and documents require to be "supported" also, in order to facilitate their interpretation. Reference was made to this in one of the interviews:

"A very intensive and comprehensive inservice programme was arranged in order to support these documents."(Adviser Interview 15)

The supporting role emerges as a very pervasive one, and one which affects a variety of people and encompasses a range of activities. How important

does it seem to be for headteachers and for the advisory service?

The schools certainly expect to get support from advisers. One headteacher said:

"I have never had any hesitation about asking for support."
(Headteacher Interview 3)

And, generally speaking, the support given to the schools is appreciated. One headteacher said:

"I like to get guidance on how members of staff should seek promotion." (Headteacher Interview 1)

Advisers also seem to perceive the supporting role as a very important aspect of their work and the following comment sums up a general feeling within the service:

"Advisers... do provide a useful sounding board for headteachers. There are not many people in the system who can give the support, encouragement and reassurance which headteachers are looking for."
(Adviser Interview 11)

Advising is not a profession. It is a field of practice, and so the focus in "advising" is on

action. The discussion in this chapter has tried to centre on what is involved in practical terms in the activities related to facilitating, resourcing, liaising, monitoring and supporting. Roles rarely exist in their pure form, and the information gathered in the interviews suggest that it is possible for advisers to be facilitating, resourcing, liaising, monitoring and supporting simultaneously or sequentially at any given time. The intention here, however, is to establish if there is any one of these activities which makes an essential contribution to the image of the advisory service, and which reflects its character and quality in the broadest sense.

Dr Gatherer suggests that:

"Outside the school, all the development bodies are merely supportive agencies, contributing advice towards the process by which a school's curriculum is shaped."(2)

A case can certainly be made for describing the advisory service as a supportive agency, and this will now be considered.

First of all, "supporting" seems to epitomize the adviser's own concept of the ideal role, and to express his preferred self-image. One adviser described his feelings about this:

"much of the satisfaction in the adviser's job comes from being able to offer practical help and encouragement."(Adviser Interview 14)

This comments sums up a very personal approach to the task of advising, and indicates how much advisers value the ability and the opportunity to give this kind of support. It also underlines the fact that although advisers operate in different modes to suit particular circumstances, none of these other roles are at odds with the concept of supporting as a personal ideal, or as a professional belief. For example, although considerable importance has been attached to the liaison role it could be said that the adviser's purpose in liaison is to involve others in order to provide a more effective support service.

Secondly, "supporting" seems to be what actually happens in regard to the duties and relationships which characterise an adviser's working day. One

described what this meant for her:

"Advisers have a very stimulating and interesting job, and throughout their daily work they gain a depth and breadth of experience which gives them the ability to deal sympathetically with people at all levels in the system."(Adviser Interview 15)

In the third place, it is evident that in practice advisers are consistent about the emphasis which they place on the supporting role. This, in turn, appears to be effective in promoting confidence and satisfaction among headteachers. One headteacher said:

"If I was having a difficult problem in any area, I would rather go to the primary adviser than to the education officers because the latter are too official." (Headteacher Interview 7)

There is also no doubt that advisers spend a considerable amount of time on this aspect of their work:

"Sometimes the adviser is trouble - shooting, or enabling, or supporting - the last one happens a lot of the time."(Adviser Interview 5)

Finally, the importance of the supporting role is one of the few issues on which there seems to be a consensus among advisers. This in itself is significant in a study which has revealed so much diversity of practice.

It is on these grounds that a case is made for identifying the supporting role as having a priority for advisers. At least one local authority has recognized the significance of this, and in Glasgow the primary advisers and staff tutors are described as the Primary Advisory Support Service. The supporting role is one which allows for a fusion of the adviser's pastoral and curricular responsibilities, and also takes account of the social and emotional aspects of the job. It tells us something of what advising is about. The following quotation from one of the interviews picks up all of these threads:

"The adviser's job is unique. It is the only shoulder to cry on, and there is no one else in the system who stands in a similar relationship with the schools."(Adviser Interview 12)

Maybe this comment does not exactly match the hopes expressed by the authors of the documents which were looked at in the early chapters. It does however justify the view that the primary advisory service has evolved as a support service, and that, in this capacity it is fulfilling a need and making an essential contribution to Scottish education.

6 The Future

The Government's plans bring into even sharper focus the dilemma of defining the role of advisers. Will the advisory service continue to be perceived as a support service? In order to try to answer this question, it is proposed to identify some of the significant elements within the situation which now confronts advisers, and to give some consideration to the possibilities which are open to them. Over the next five years or so, life in primary schools will be dominated by the recent legislation in education, and consequently, primary schools will be affected very considerably by a number of issues, for example, School Boards, Curriculum 5-14 and Testing. The introduction of

these changes are bound to have implications for advisers too.

As far as School Boards are concerned, there seem to be considerable differences between the regions in the way in which advisers are being deployed. For example, in Dumfries and Galloway each adviser has been allocated a responsibility for servicing a number of School Boards, and therefore, these advisers will have the opportunity to exercise a supportive role in this context. In Strathclyde, however, although advisers were involved in the training for the School Boards, responsibility for maintaining contact with them has now been given to the newly appointed area education officers.

The introduction of the 5-14 curriculum has been marked by a series of conferences organised by the SED and advisers were present on these occasions. It is envisaged by the SED that trainers will be required in order to assist the implementation of the curriculum, but it is not yet clear what the role of the advisory service will be. It is thought that they might be expected to supervise the trainers or perhaps become trainers

themselves. These are new challenges for the advisory service, but this is not to say that advisers could not function in a supportive and facilitating role in this context.

Following the introduction of the proposals regarding assessment at primary 4 and primary 7, the SED undertook the task of setting up panels of item writers. Their remit was to produce a range of tests which could be used in the schools, and advisers were invited to perform a co-ordinating role, supervising and giving guidance to the panels. This tasks has now been completed, and advisers are no longer involved.

Consideration will now be given to an issue which will certainly have long-term implications for advisers and this will be looked at under a separate heading.

7 Restructuring of the Advisory Service

Changes in the structure of the service are ongoing at the present time, and when plans are finalised in the various authorities, there will

be an impact on advisers. The current situation is uncertain and fluid, and the future role and function of the service is not yet clear. There is, however, evidence of alterations in working patterns as advisers respond to the changes which are now taking place in other parts of the education service. The situation in Strathclyde provides an example of this.

In the first place, a decision has been taken to alter the remits of education officers, and they have recently been allocated geographical areas of responsibility. The feeling within the advisory service is that through time, this may erode the supportive pastoral relationship which existed in these areas between the advisers and "their schools". Already the reference points are shifting and schools are contacting the education officer with queries regarding inservice training. It seems, however, that in practice, the education officer is passing on requests related to inservice training to the adviser who is expected to make an appropriate response. One of the problems which may arise from this arrangement is that the adviser's response may become less and

less appropriate as opportunities for personal contact with schools become less frequent.

Education officers have also been given responsibility for the follow-up procedures after an HMI Report, although again, advisers expect that they will still be called upon to give guidance and support. Education Officers now have a remit for drawing up a list for interviews for promoted posts in the schools in their area, but in practice the support of the advisory service is needed in order to supply necessary information. It would seem that these new arrangements do not altogether deny advisers opportunities for acting in a supportive role.

Secondly, Strathclyde Region is in the process of appointing senior advisers. At the present time their remit is vague, and their role in relation to other advisers is still not clear. Hierarchical structures have, however, operated successfully in other regions of Scotland for some time without detracting from the ability and willingness of advisers to give support.

Lastly, Strathclyde has appointed a team of local inspectors who will undertake the task of identifying strengths and weaknesses within the schools. It is envisaged that advisers will work with this team, but it is not yet known how this liaison will operate in practice. Without doubt, however, the existence of a local inspectorate will diminish the monitoring role of the advisory service, and will also reduce contact between advisers and HMIs. But it may well be that the separation of advisers from the concept of inspecting and monitoring will allow them to concentrate more specifically on consultancy, inservice training and curriculum development. Perhaps they will perform more effectively as a result. This would be in line with Dr Gatherer's view that:

"Inspection (over the whole range of meaning connoted by the term) has no place in curriculum development, and it would be difficult to reconcile any inspectorial role whatsoever with the role of an advisory service designed for curricular management."(3)

While it seems unlikely that there will be an enlargement of the service in the immediate

future, there is evidence that advisers can still make an important contribution towards fulfilling the goals of the educational system. Change in the curriculum is still required. Teachers will need to extend their knowledge and skills in order to meet new demands, and advisers are in a position to offer practical support through inservice training. Accountability is a force to be reckoned with in the current scene, and the challenge for the advisory service will be to create programmes of professional development which respond to pressures for accountability, but which at the same time encourage teachers to use initiative and creativity in attaining their own valued goals. The liaison which advisers have with the Colleges of Education will grow with the increased emphasis on in-service training, but there is no cause to think that the very great involvement which advisers have with the schools will disappear. Through the context of staff development and inservice programmes there will still be opportunities for advisers to act as personal councillors and group facilitators.

The process of restructuring means that, at the present time, the service is in a state of transition. As the situation becomes more stable, further research will be required in order to find out what significant changes have occurred in the adviser's role and function. In these circumstances it would be desirable to extend the inquiry and interview education officers and local inspectors, as well as advisers and headteachers. In the short term there will certainly be challenges for the service. Advisers will still be faced with the two fold task of maintaining the allegiance of the widely differing and changing interest groups which they serve, and of continuing the humanitarian aspects of their job, helping teachers in their personal and professional aspirations and maintaining morale. A strong commitment to both of those strands will help to ensure the continuance of the service, and its survival in a supportive role.

References

- 1 Stillman, A: The Adviser's Role. What is an Adviser? from Perspective: The Journal for Advisers and Inspectors, October 1987, page 16.
- 2 Gatherer, WA: The Local Education Authority and the Curriculum from Education Policy Bulletin, Vol 9, No 2, Autumn 1981), Institute for Post-Compulsory Education, University of Lancaster, page 182.
- 3 Ibid, page 191.

APPENDIX I

Dundas Vale Teachers' Centre
6 New City Road
Glasgow G4 9JR

Dear

I should be very grateful if you could give me your assistance. I am undertaking a research degree at the University of Glasgow, and my study concerns the role of the Primary Adviser in Scottish education. A major part of my research involves the study of written materials, but it seems to me, that an essential ingredient is the collection and analysis of information which only those working in the advisory service can supply.

I have approached the executive committee of the AAPES on this matter, and they have given me permission to write to you. Naturally, I am very much aware of the demands on your energies and patience at the present time. Nevertheless, I very much hope that you will be kind enough to give me your help by completing the accompanying questionnaire. Although you are asked to give your name and employing authority, please note that your answers will be regarded as confidential - in particular, statements will not be attributed to named individuals.

I enclose a stamped addressed envelope for your reply.

Yours sincerely,

Margaret Crombie
Adviser in Primary Education

Encl

Strathclyde Department of Education
16 July, 1985

Dear

Thank you for giving me time for an interview. I enclose a summary of our discussion, and I hope you think that it is an accurate account. If you take exception to anything, please let me know.

With best wishes for a good holiday.

Yours sincerely,

Margaret Crombie
Adviser in Primary Education

Encl

QUESTIONNAIRE 1

Name _____

Employing Authority _____

Please answer the questions by putting a tick in the appropriate box.

- 1 Sex Male Female
- 2 Age Group Under 45 Over 45
- 3 Please indicate academic and professional qualifications eg
- Primary Diploma Froebel ITQ
- NTQ AUPE Degrees
- Other
- 4 Please indicate the length of teaching experience in schools eg
- 0-5 years 5-10 years 10-15 years
- 15-20 years over 20 years
- 5 Are you a member of a professional organization? eg
- EIS PAT Other
- 6 How long have you been in post as a primary adviser?
- years
- 7 Please indicate the post occupied by you, prior to entering the advisory service
- Headteacher Ass't Headteacher
- College Lecturer Ass't Adviser
- Staff Tutor Any other Please specify

8 Did you have any special training for the role of primary adviser prior to taking up your post?

Yes No

9 Do you have a general pastoral remit for a group of schools?

Yes No

If the answer is YES, please indicate the number of schools for which you are responsible

10 Do you have a circular remit? Yes No

11 If the answer to No.10 is YES, please indicate the nature of this remit

12 Do you have a remit for a particular stage in primary education?

Yes No

13 If the answer to No.12 is YES, please indicate the nature of this remit

14 Do you have a remit for any of the following?

Multicultural education Micro-processor knowledge

Pupils with learning difficulties Home, schools and community liaison

Any other please specify

15 As an adviser, do you have any of the following types of support?

Staff Tutor Advisory teacher
Ass't Adviser Support teacher
College lecturer Any other

16 To whom are you directly accountable?

Chief Adviser Senior Adviser

Principle Adviser

An Education Officer with special responsibility for primary education

An Education Officer with responsibility for Advisers

17 Do you feel that the professional standing of the primary adviser has, over a period of 20 years

Improved Remained stationary

Deteriorated

18 How would you assess the present contribution of the primary advisory service to the development of Scottish education? Rate the contribution on a 5 point scale with 5 = highly significant and 1 = completely insignificant.

Rating

19 How would you assess the potential contribution of the primary advisory service to the development of Scottish education? Use the same scale as in No18.

Rating

20 If you wish to elaborate on the answers to any of the preceding questions please use this space to do so.

21 This questionnaire has been mainly concerned with factual information. If you are willing to answer a further questionnaire of a more interpretative and evaluative nature, please indicate by putting a tick in the box.

Yes No

Once more, your answers will be treated as confidential.

Thank you for your co-operation.

QUESTIONNAIRE 2

Name _____

Employing Authority _____

- 1 In column 1 tick any of the following statements which describe your present role as an adviser.
In column 2 please put a tick at those statements which matched your expectations about your role on entering the service.

Part A contains statements which are concerned with the role of the primary adviser in relation to the Education Authority administration.

Part B contains statements which are concerned with the role of the primary adviser in relation to the Authority's schools.

		I	II
Part A			
1	<u>Assessing and evaluating school practice</u>		
2	<u>Providing information needed for policy decision making</u>		
3	<u>Advising on the design and equipment of primary school buildings</u>		
4	<u>Advising on the selection and appointment of teaching staff</u>		
5	<u>Advising on the development of strategies for curriculum development & inservice training</u>		
6	Any other duties - please specify		
Part B			
7	<u>Providing advice and resources to meet the individual and collective needs of teachers as perceived by the adviser</u>		
8	<u>Providing advice and resources to meet needs which are articulated by headteachers</u>		
9	<u>Interpreting and implementing the policies of the local authority</u>		
10	<u>Representing the local authority to parents and the community</u>		
11	<u>Collaborating with other agencies in Scottish education eg CCC, HMI</u>		
12	Any other duties - please specify		

2 From the total of 12 statements listed in the preceding question, select four which you think will describe the most important aspects of your role in the future. Put the numbers relating to the statements in the box.

3 Which aspects of your role do you consider to be the most rewarding? Make a selection of four from the list of 12 statements in Question 1 and put the numbers relating to the statements in the box.

4 In which of the following ways do you maintain your professional development? Please circle the appropriate letter[s]

- a reading
- b attendance at professional association meetings
- c staff development organized by the local authority
- d inservice courses at local and national level
- e college courses
- f university courses
- g independent research
- h none of these
- i other - please specify

5 Do you feel that your present perception of your role has a potential for

- a overlap with other agencies
- b conflict of loyalties
- c plurality of function
- d difficulties in switching from one aspect to another
- e any other - please specify
- f none of these

Please put a circle round the letter at the beginning of those statements which reflect your views

6 Are you ever expected to undertake duties that you would regard as 'non-advisory'?

Yes No

If the answer is YES, could you please specify what these duties are.

7 Do you think any of the following factors hinder your effectiveness as a primary adviser? Please circle the letters of any that you think apply.

- a too many schools to attend to
- b too many 'non-advisory' duties
- c insufficient opportunities for your own training as an adviser
- d the lack of an adviser's budget
- e the constraints of the teacher's contract
- f the traditional autonomy of individual teachers
- g the traditional autonomy of schools
- h lack of adviser authority
- i underuse by schools of the adviser's services
- j lack of sufficient teachers to cover for colleagues on day release inservice courses
- k difficulty in gaining access to headteachers
- l difficulty in gaining access to class teachers
- m lack of a Teachers' Centre
- n too many other commitments at local and national level
- o too few opportunities for communication with secondary colleagues
- p difficulties in arranging in-school inservice
- q lack of financial support for teachers attending inservice courses
- r insufficient support from staff tutor/advisory teacher/support teacher resource
- s the prevailing system of communication between advisers and Education Officers/Chief Adviser
- t lack of co-ordination in planning between colleges and local authorities
- u insufficient communication with HMI
- v too little feedback about your work from your employers
- w inadequate clerical help
- x other - please specify

8 Do you consider that there are good features about your present role which would be worth retaining in the future?

Yes

No

If the answer is YES, please indicate briefly what these are

- 9 What kind of developments would you like to see in the role of the primary adviser within the next 5 years?

Again I thank you for your co-operation and stress the fact that your answers will be treated as confidential. I hope that it will be possible to complete this survey by interviewing some primary advisers. If you are willing to co-operate in this way please indicate, so that I can arrange to contact you.

Yes

No

APPENDIX II

SUMMARY OF ADVISER INTERVIEW 1 - NOVEMBER 26, 1985

1 On a "typical day" I would arrive at the office about 8.30am and go through the mail, making decisions about necessary phone-calls to schools. Between 9 and 10.30 I would then attend to letters and also see the Junior Depute Director of Education. In a small Region there is no problem with access, and liaison with the Directorate is very close. Later in the morning, I would try to do a school visit. There are 10 local schools within easy reach of the Regional Offices and there is no problem about time taken for travel to these.

In the afternoon I am usually either doing in-school in inservice or I am visiting the more outlying schools. The farthest school is 36 miles away, but as there are only 7 pupils and one teacher [Headteacher] not many visits are required to this school. In the main, the schools in this Region are in the more heavily populated conurbations.

Some days, however, are quite different, and time has to be given over to meetings or to discussions regarding the promotion processes. The primary advisers are involved with head teachers in drawing-up the leets for the post of AHT and they are also involved along with one of the Directors in the interviewing of candidates. In these situations the primary adviser asks questions about the curriculum: the headteacher asks questions related specifically to the school situation, and the Director asks questions of a general nature. Arrangements for the appointment of headteachers is different. I go to the leeting meeting with 4 or 5 suggestions. This selection has to be justified to the Director and to the committee. The primary adviser makes up the questions for interview, but like the Director does not have a vote. There are no headteachers on the selection boards - only elected representatives - and they are the only ones with a vote. These interviews last for 10 minutes in contrast to the interviews for AHT posts which take about $\frac{3}{4}$ hour. The theory behind this approach is one which attaches great importance to careful vetting for a first promotion, believing

that this will pay dividends in the eventual selection of AHTs for HT posts.

- 2 This Region has already developed guidelines in Mathematics and Number and schools are expected to use them as a basis for working out their own schemes. Guidelines in Early Reading are just finished and attention will now focus on Reading in the Upper Primary. Decisions about the direction of curriculum development are made by the primary adviser in response to the number of questions and cries for help coming from the schools. Over the past 5 years a large number of HT appointments have been made to schools. This has resulted from a regional policy which offers early retiral at 50. Consequently the region has lost a great deal of expertise, although it has also gained some able and enthusiastic new heads.

These recently appointed people do require support however, and it is the Region's intention to supply this in various ways - through the production of the guidelines in Environmental Studies, and also through the provision of a Management Course for Headteachers. This course

has been developed in conjunction with Stirling University. Twenty headteachers are involved in each course. They have to do a dissertation and are visited by tutors, including the primary adviser. At the final meeting the University gives a Diploma Award. This has been arranged through the Board of Studies at the University.

The Teachers' Centre at Larbert is used for all kinds of courses, as are schools. Although Callendar Park College is closed, links are still maintained with Moray House, and college lecturers are still involved in in-school inservice courses. I am always involved in the planning and administration of inservice courses. College lecturers make a contribution as tutors in courses and I am also involved in this capacity.

There is a Primary/Nursery Executive Committee composed of 15 Headteachers. This provides a useful point of contact for me. The committee make the arrangements for the meeting which is attended by the Primary Adviser. The committee members then undertake the task of disseminating information within their own areas. The Director

also meets with this committee. Through this, a two way communication system is maintained.

The Primary Adviser is always a member of any working parties, sometimes as convenor but often as secretary for the piloting of material.

- 3 Relationships with HMI - I meet with the district HMI every 5 or 6 weeks, meeting alternately in HMI Centre and in Regional Offices. These meetings are very useful, especially since the publication of the Reports of Inspections. Before the first draft is written an informal chat takes place and the HMI updates me regarding his impressions - he also gives cues regarding the needs of a specific school, in terms of staffing or curriculum development. In turn I am able to inform HMI about the difficulties certain schools are facing eg fires, because it would be unfair to these schools if the HMI visited during a period of crisis. These discussions also take into account the content of recent SED publications, and the current needs of teachers as perceived by HMI and myself.

There are very good links with the College of Education. I am involved in the 4 year degree course in Moray House, meetings having been held over a period of 3 years. I have also been involved in the identification of criteria for teacher selection over the past 3 years. There is now much more involvement in the placement of students for school experience, and I am able to give advice about schools suitable for specific experiences.

As regards COPE documents, meetings are arranged for headteachers, and Curriculum Development Officers from COPE are invited to talk about them. Then the documents are sent to schools along with an accompanying letter and schools are asked to undertake internal inservice. Evening meetings are also arranged and teachers attend these on a voluntary basis.

I have very close contact with Education Officers. The EOs are dependent on the Primary Advisers to supply necessary background information about schools and staff. Very often the Primary Adviser

prepares communications for schools which are signed by the EO.

Relationships with the EIS are difficult because although one is a member, one has also to deal with the parental complaints related to the industrial action.

- 4 The Parent's Charter has brought with it a lot of administrative work, but now I have a clerical person who deals with this. She does of course require to consult with the Primary Adviser if there are any problems. If parents make an appeal regarding an under-age placing request then I become involved.

As far as the published HMI Reports on schools are concerned, a meeting is arranged before publication takes place, in order that the Director, the primary advisers and a group of councillors can be made aware of anything which is likely to be contentious and so lead to parental complaints. After publication, the Director and primary advisers visit the school and discuss the report. Arrangements are made to provide

appropriate support, and 6 months later another visit is made to assess the situation.

The publication of these reports is a good thing for the Advisory Service because, more and more I am becoming involved with parents who are raising points contained in the Report, and looking for explanations. No one knows the schools as well as the primary adviser does. Over a period of years I have spoken to many Parents Associations and I am therefore known to be a person who can be contacted by parents. I am in the position of being able to interpret the policies of the Region and to allay the anxieties of parents.

5 It would be a good thing if the EOs were to have more consultation with the primary advisers on some issues. Sometimes there is no opportunity to pass on useful knowledge, because there are some channels which do not include primary advisers.

However, EOs do rely on us to do a great many things, and we certainly undertake a lot of paper work. This is often very useful and provides information about schools.

The primary adviser has a unique role and a big part to play in education. He acts as a buffer for the Office and the EOs. He is a filter through which there is an exchange of information, between various people. Most primary advisers have been headteachers in primary schools and their relationships with headteachers are different from those between headteachers and advisers in the secondary sector. The primary adviser has also had experience of teaching all areas of the primary curriculum.

Looking ahead, development in the work of the Advisory Service will depend perhaps on the kind of teachers' contract which is drawn up after the present dispute is over. It is to be hoped that the goodwill which has been built up between the schools and the primary advisers will not suffer, because this would have an adverse effect on activities like school based inservice courses which are important aspects of our work.

SUMMARY OF ADVISER INTERVIEW 2 - SEPTEMBER 13, 1985

1 My Advisory appointment was on a Regional basis and so a co-ordinating role has emerged in relation to my colleagues who were appointed on a Divisional basis. This appointment however has not caused any feeling of authority to develop in relation to other advisers.

Daily routine is mainly concerned with school visits and all that these entail, but time is also taken up of course with initiatives and developments in the curriculum. Other duties are often of a very varied nature, and the adviser with a regional responsibility is often seen as a general dog's body for the agencies who come to the region, like the BBC and the National Trust. One has to accept of course, that this is a necessary role, as it is important to have one person to whom people can relate. Because of these duties administrative concerns tend to increase and this is something which one should try to avoid.

2 In the past, inservice training in this Region reflected national movements, but this is a time

of flux and one would want to make changes in a situation which was inherited two years ago. It is important to try to give schools opportunities to identify their own needs, and then to give them assistance from the Advisory Service and staff in the Colleges of Education. National developments like 10-14 are of course ongoing and they will naturally make an impact.

Areas covered in inservice training have, in the main put an emphasis on curriculum content rather than on method and development, but this should begin to change. There is also a need to attend to the concept of management of schools and this will receive increasing attention in the future. There are certain difficulties here, because of the size of the Region and the spread of a large number of small schools. Nevertheless, efforts will have to be made to give more training for those in one teacher schools who have to cope with problems of general organization. One of the problems in this Region is that these headteachers tend to come from posts in larger schools, sometimes in the industrial belt, and are

therefore ill-prepared to meet the demands of organising children's learning in a new situation.

Inservice courses are based in schools, apart from one place where there is hostel accommodation. Teachers from the surrounding area sometimes attend a course based in a school. There is no Teachers' Centre in this Region. Also as no in-service training takes place outside school hours schools are closed for a half-day or a whole day in order to accommodate a course. In the past, little emphasis has been placed on the production of guidelines for teachers, although two guidelines have been issued since 1980. At the present time there are no working parties engaged in this form of curriculum development but this is something which will require attention in the future. Advisers are involved in the arrangements for inservice courses and undertake a variety of roles in the running of the courses, as facilitators, or as tutors working alone or with others.

- 3 Communication with Education Officers is not as good as it might be and there is a need to have

more opportunities for discussion. The advisers themselves however, are coming together more frequently and it is hoped that this kind of co-ordination - meeting on a monthly basis - will encourage more team work. Recently there have been two new appointments to the Inspectorate who seem keen to meet regularly with the advisers in order to discuss a whole range of issues. The College of Education at Aberdeen has traditionally given very good support to the schools in this Region, but there is a need to create some kind of communication network in order to use this help in the best way. Sometimes it is the case that college lecturers are in the schools and the advisers do not know anything about it. The fact that there is no College or University in this Region is of course a great lack.

- 4 The changes which have occurred in the past few years have affected the role of the Advisory Service. The publication of the HMI Reports for example, have had a positive effect, because this has allowed advisers a way into school and provided a lever for developments. These reports however, have tended to be fairly kind to the

schools. Under age placing requests on the other hand have led to a considerable amount of time being spent on travelling very long distances to interview children in their homes.

5 In the past, advisers in this Region seem to have put a great emphasis on pastoral care, and there is a need to compensate for this by stressing the role which the advisers have in developing the curriculum. This aspect of the adviser's function is understood by the headteacher and there is now a movement in the right direction. It is very important that advisers undertake this kind of work because they have a great store of expertise. Care has to be taken however, that the starting points for this and for inservice training are appropriate to each school.

6 The existence of an advisory service is now accepted and it has an unique function to play in the sense that the advisers know more about what is happening in the schools than the college lecturers or the HMI. Education Officers do not know what is going on and they are very much involved in other spheres. It has to be said

however, that they could perform their duties in relation to the staffing of schools much more effectively if they had better communications with the advisers.

- 7 There are limits on the amount of development work which advisers can undertake because they are constrained by the numbers operating in the Region. The prospect of having more advisers is very poor and the trend seems to be to appoint more staff tutors.

It would seem that, in the past, advisers had a more practical role, which entailed a considerable amount of classroom contact, and in the early days of the Advisory Service there was appointments such as "Adviser in Group Methods", or "Advisers with responsibility for probationer teachers". This has changed, and staff tutors seem to be undertaking these functions in other Regions. Unfortunately, there are no staff tutors in this Region and so advisers here are at a disadvantage compared with colleagues elsewhere.

SUMMARY OF ADVISER INTERVIEW 3 - OCTOBER 17, 1985

1 There is no "typical" day, but quite often the pattern of work means that I could be coming into the office first of all, attending to any urgent phone calls and then going off to a school for the rest of the morning. If it is a school with problems then I would be going into classrooms and working with teachers. The lunch hour is often spent back in the office, answering phone calls, and in the afternoon, one is typically attending a meeting. One would return to the office about 4pm, probably meet with teachers who have come into the Centre to ask for general advice, and remain in the office attending to mail until 5pm. However, other days could be quite different, and one might have meetings all day or be in the office all day. Ideally, one would like to maintain a work pattern which allows one to be seen in schools and also on working parties which are concerned with the improvement of the curriculum.

2 There are two answers to the ways in which the needs of teachers are assessed before making plans for inservice training. The first one is my own

personal answer. I can sense their needs because of the contact I have with schools, and also because of what they tell me. The other way is thrust upon me by political pressures, official documents, and ideas which the SED would like to see implemented. These are communicated to the DEO from the SED. This last is a new trend.

Inservice provision is made for probationer teachers and this is usually concerned with organization, teaching strategies and resources. If it is inservice for AHTs Early Stages then the emphasis would be on curriculum development, often in the of language but especially in Reading. When other AHTs are involved it is always concerned with a curricular area eg Environmental Studies although methodology and organization are also seen to be very important. From time to time there are conferences for headteachers in order to give them information about developments. There is also a management course for recently appointed headteachers where there is an induction to administration as well as a curricular input. These courses are located in the schools and also in the three teachers' centres.

I am always involved in the planning and administration of inservice courses. I am usually a tutor and always a facilitator. The follow-up aspect is the one which I am the least happy about because of the lack of time, although, when I am in school on routine visits I do pick up information about teachers who have been on courses.

I am involved in the Regional Consultative Committee and this group meets 4 times a year. Its remit is to look at the curriculum provision in the Region and, for example, if it happens that Environmental Studies is seen to be a priority, then a small group from the Committee will meet and bring back their findings to the larger group. I am always involved in these small groups, dealing with curriculum development.

- 3 As far as relationships with COPE are concerned, when documents come it is the Advisers' job to read them, and to consider whether it is opportune to send them to the schools. If they are worthy of attention, meetings would then be arranged so that they could be discussed with the

headteachers. It is always hoped that headteachers will follow this through in their own schools. The advisers are therefore fairly critical of these publications, although they are always fully discussed with Frank Adams and then the Division would exercise discretion about what action to take.

I have regular meetings with the local HMI - twice a term in fact - and I have very close ties. HMI are also represented on the Regional Consultative Committee, and so they have strong links in this Region. They are helpful in directing attention to things and in giving clues about strategies, but they are also good at giving support and suggestions.

Relationships with the Colleges of Education are very cordial, and have improved in recent years because the Colleges depend so much on the Region for inservice tutoring. The lecturers also have time for follow-up.

As far as relationships with Education Officers go we have an Assistant Director of Education with

responsibility for primary schools only. He has 3 senior Education Officers, one in each geographical group, and they link directly to me at the present time. The Senior Education Officer and the Senior Adviser attend to the interviewing of candidates on a long leet for headships. The purpose of this is to reduce the leet to 3 or 4 for interview by the Education Committee. This is a very important role for the adviser because one is able to acquire knowledge about the applicants from outside the Region. I am always involved in interviews for AHTs and this is a very good thing because although the EO can ask good questions he does not always know if the answer is any good.

- 4 The Parents' Charter has not affected the advisers in this region in relation to under-age placing requests, because there is a machinery to deal with them.

The advisers however play a major role in the follow-up to the published HMI Reports in schools. Once the report is in draft form the DEO calls in the appropriate adviser and the SEO and then the adviser and the SEO together go to schools to

discuss the draft with the headteacher. After that it is the responsibility of the adviser to see that the suggestions in the report are implemented.

At the present time a paper is being produced regarding the follow-up strategies. The HMI Reports are very bland and written in a code that is not understood by some of the headteachers in the schools which are inspected.

- 5 The advisory service is an important one, because it is the service which is looking at curriculum development and also the development of teachers and their professionalism. The advisory service has a very wide perspective - which no headteacher can have - and more and more, headteachers turn to advisers for advice on their professional career. Also, advisers are the people whom HMI and COPE contact immediately when there are documents and publications for the schools. Advisers have a knowledge of the curriculum which many people do not have, and the Directors are increasingly aware of the advisory service and say that they could not function without them. This is because we are

able to feed back information about schools to the Directors, and also because we keep the schools going.

This Region is very hierarchical but this may change. Although it is very good to have someone at the level of SEO with whom to communicate, there are too many layers. It would be good in the future to have a senior with a co-ordinating role. It is certainly very important to maintain regular contacts with the EOs. Next year it is hoped to have the support of primary staff tutors.

I have been caught up in staffing over a very long period. This means that I know a lot of teachers, but in a way this also adds to my workload because they tend to contact the person they have known over a long time.

- 6 The advisory service will continue because it is necessary in so many ways - especially in relation to staff development within the profession. However, it is very important that we do not lose our involvement in the primary classroom. Documents and guidelines are meaningless unless

they are related to learning and teaching in a practical way.

I am an optimist, and an idealist and I think it is important for an adviser to be like that.

SUMMARY OF ADVISER INTERVIEW 4 - OCTOBER 21, 1985

1 There is no such thing as a typical day, but it could be said that the work tends to pan out into three different sorts of days eg

- a) days when one is working in schools
- b) days spent entirely on local committees
- c) days spent on outside commitments like the national working parties.

Sometimes, of course, these activities overlap, but if one is doing school visits then one would try to spend the whole day doing this. These visits would also include in-school inservice courses.

2 Lothian Region operates the advisory service as a team and so I am concerned with two kinds of curriculum development. The first is the kind required by specific schools or groups of schools. The second is the kind of curriculum development

initiated centrally. As regards the first of these, the schools are given time each year to do curriculum development or inservice training. Two whole days, three half days and three early closures are offered for this and nearly all schools use this allocation. [At the present time EIS action has affected this.] When one visits schools there are opportunities to discuss with headteachers ways in which this time might be used. Decisions are reached about aspects of the curriculum which might be developed, and if the adviser can help with this, then arrangements are made for the adviser to provide inservice training with staff and also background material.

As regards the second kind of curriculum development, this tends to happen through the Regional Consultative Committee on Primary Education. This committee is composed of headteachers, teachers, Senior Education Officers and advisers, the majority being headteachers and teachers. Sub-committees are created and are given the task of supervising specific developments in the curriculum. Therefore, if I thought that there should be an emphasis on micro-

computing, I would take a paper to the RCC. This would be discussed, and a small sub-committee would be given a remit to produce a report. These committees also have the task of creating Regional guidelines - at present these are concerned with Language and Religious Education. The Mathematics guidelines have just been completed and I have been personally involved in this. Now we are looking at micro-computing and I will be making arrangements for servicing this development eg preparing starter papers, editing papers, duplicating, supervising trials and making preparations for printing. When guidelines are produced inservice training is arranged [this is minimal at present]. Normally guidelines would be launched at conferences arranged for headteachers. This would be followed by conferences for AHTs and thereafter schools would be expected to undertake the interpretation of guidelines with staff, calling on assistance if required.

There is also another kind of inservice provision. Twice a year the advisers are asked to prepare plans for inservice training which are published in a booklet. These courses tend to follow a

repeating pattern eg management courses for headteachers, courses for probationers, information-giving courses and courses on methodology, based on existing guidelines. Over and above these, the advisers will arrange a number of voluntary study groups which might deal with the use of children's fiction, or the enrichment of mathematics or the assessment of children's writing.

Sometimes I am a tutor at inservice courses, but if necessary I invite help from others eg when launching the mathematics guidelines I called on the services of the committee to assist in in-school inservice. On other occasions I might ask someone from the College of Education, or another adviser or a class teacher.

- 3 There are close working relationships with the College of Education, and someone from the College is always invited by advisers to serve on Regional working parties and on the Regional Consultative Committee. I have friends on the staff and I am also involved in college committees eg the Maths Committee of the Inservice BEd, the committees

concerned with AUPE and the 4 year degree course. Invitations to participate in planning committees have been initiated by the college. I am also a member of the National Microcomputer Group. Time is also taken up with a heavy involvement in the selection of students for the BEd InService and the AUPE course. As far as inservice goes there is a two way contact between the Region and the College and schools are able to ask for college support through the Advisory Service who would vet requests.

I am not a member of COPE, although I maintain contact with it through an informal relationship with Frank Adams.

As regards HMI - there is a formal connection through the Principal Adviser who has regular monthly meetings with them and then relays the outcome to other advisers. In a sense there is some advantage in having a hierarchical structure, and it is good to have one person at the top. On the other hand the success of this arrangement is dependent on personalities. Advisers are of course involved in the follow-up procedures after

HMI visits to schools. There is an agreed sequence of events which follow the publication of the reports, but none of these brings us into contact with the Inspectors. The Inspectors are represented on the Regional Consultative Committee, and the Directorate seem to be fairly sympathetic towards HMI, looking favourably on their initiatives. The Inspectorate do attempt to influence curriculum development, but they do get involved in reasonable discussions, and they do provide a source of information.

As far as relationships with EOs are concerned, a positive development has taken place with the re-allocation of remits within the Directorate. Now, there is an Assistant Director and 3 Senior Education Officers with responsibility for primary education. Formerly there was no-one with a remit for primary schools and this move has for the first time given the primary sector a strong foothold, and also the likelihood of getting a fair balance of finance.

I have regular fortnightly meetings with the EO for my area and these are at my instigation.

There is a monthly meeting for all primary advisers and all the primary directorate.

- 4 The publication of the HMI Reports on schools has affected my role and to some extent directs what I do. We are obliged to do follow-up visits and then write a co-ordinated report which could make reference to the support required from secondary advisers. There is a lot of work involved in this, because I have 81 schools, plus a lot of inspections. I don't mind this however, and find it very interesting. In any case one can use the reports as ammunition and as a back-up for initiating changes.

The Parents' Charter has not made any difference to the workload, as there is machinery to deal with under-age placing requests.

- 5 Headteachers should understand the role of the advisers since Dr Gatherer has produced a booklet on the Role and Function of the Advisory Service and, generally speaking they do. It is the case however that some schools see the adviser in a supervisory role. The schools seem to appreciate

that advisers have no kind of executive authority, but they also know that the advisers can bring authority to bear on a situation if this is necessary.

The role of the adviser is changing in some respects. In the past, Lothian was a democratic authority allowing much autonomy to the headteacher of schools. Now, however, the Region is about to embark on a massive programme of in-service training and staff development. This will include teacher appraisal as well as professional development, and so the teacher's perception of the adviser's role will change.

In other respects, the role is not changing. I have always had considerable involvement in staffing at all levels, in initial appointments, transfers, and in the appointment of promoted staff. The adviser and headteacher are involved in the short listing for AHI posts and the adviser is present at the interviews along with the headteacher and EO. This kind of involvement in staffing has encouraged teachers to approach the adviser in order to receive professional

counselling. It has also meant that good communications have been built up between the EO and the adviser.

The adviser's role is clearly justified in education because there is a need to have people like advisers who can interpret the curriculum and arrange for discussion. Because this need is recognized, teachers have given their support to the continuation of the service. There is no other person in the LEA who knows the schools well enough to help to make suitable appointments at all levels. It is not easy for the EO to build up good relationships with teaching staff, but the adviser can do this and also make these relationships constructive. Very often the adviser is the only counsellor to whom staff will go.

Although there is a good side to the hierarchical structure, it has its frustrations. Lothian has tried to encourage the advisers to work as a team, but this is sometimes difficult when people have different priorities. Also, maybe too much time is spent on committees and meetings concerned with

personal development eg once a month there are whole day staff conferences. In addition, time is taken up writing reports in triplicate on every school visit which one makes.

- 6 There seems to be a trend towards specialisms in relation to curricular areas, and also a movement towards covering the whole age range in primary school instead of splitting up the stages eg early stages and upper school. Also, because the advisory service is an ageing one and because people have been out of school for a long time, there seems to be a movement towards a more administrative role for advisers. This will probably result in the appointment of more staff tutor help. So the job may move away from an involvement at the chalk face. The number of advisers may be reduced and the number of advisory teachers increased. Together with this, there seems to be some indication that advisers may be asked to more and more undertake an inspectorial function. This is something which advisers tend to resist at the present time.

SUMMARY OF ADVISER INTERVIEW 5 - OCTOBER 15, 1985

1 Because my remit is split between Nursery and Primary, I try to have a pattern to the year's work. And so I undertake routine visits to Nursery Schools in terms 1 and 3 and during terms 2 and 4 I visit Primary Schools. This pattern has been developed because it is important to try to ensure a smooth transition from one sector to the other. I like to see children starting in the Nursery Schools at the beginning of the session, and also to have the opportunity to see children with special needs, some of whom may be causing problems. The Nursery Schools need advice and support in relation to the integration of handicapped children, and the adviser, in consultation with the Child Guidance Service can monitor the numbers of children with special needs and can make arrangements to distribute the children over a number of schools. One of the problems is that the Child Guidance Service do not undertake enough further supervision of these children, and initiatives about their future often have to be undertaken by the Nursery Staff. More and more, Nursery Schools are being used as assessment centres for handicapped children, and

their admission to Nursery School encourages parents to assume that they will automatically go on to a primary school. Because of this situation, it is important that the adviser maintains contact on a routine basis. Sometimes, however it is impossible to maintain routine visitation to either Nursery or Primary Schools because of alarms and cries for help from other places. When this happens, one has to depend on one's colleagues to give the alert about needs which have arisen in primary schools, so that a response can be made. Other occasions can also arise when the adviser will have to visit schools in response to directions from Education Officers. Therefore, responding to need or to direction very often diverts the adviser from routine visitation.

- 2 Because of the 2-fold nature of the remit one has to provide inservice training for Nursery and Primary teachers. In the case of the Nursery Schools account has to be taken of the wishes of Nursery nurses as well as those of the teaching staff. I consult with nursery teachers about their needs and also ask them for suggestions for inservice for nursery nurses. After consultation

these ideas are prioritised by me in the light of the whole Divisional picture, and six morning or afternoon meetings are arranged for the session. Some of these deal with management issues, others with practical concerns eg in music or movement. On some of these occasions I act as a tutor but from time to time I am supported by good practitioners within the Division or by College staff.

Consultation with Nursery Schools is often done through the meetings which I have with the head teachers of Nursery Schools. Less satisfactory, however, are the arrangements with Primary Schools, because I do not meet with assistant headteachers Early Stages on their own as a group. Therefore I have to take account of current trends, observe practices within the classrooms I visit, and then judge what to offer. Account is also taken of the programmes planned by my colleagues so that trends in these will be reflected in inservice for teachers in the lower school.

Use is made of the accommodation in the Teachers' Centres if large numbers of teachers are

attending, but I do a lot of in-school inservice mostly in the first term before the primary 1 children are in school in the afternoon. There is a big demand for this kind of inservice training in schools which lack an assistant head early stages, and I feel that this is a valuable activity. One could do this kind of thing all the time, but is impossible with 160 primary schools.

Most of the time it is the adviser who sets up the course and acts as the facilitator. These are very important functions. One is not an expert on everything however, and so the role of tutor is sometimes given to good practitioners in the primary sector, or to college tutors. It seems to be more difficult now to get suitable tutors from College because of their own internal difficulties and lack of new blood.

- 3 There are regular monthly meetings with the EO [curriculum] at his instigation, and the agenda for these meetings is two-sided. One is able to meet with other EOs on request and I initiate meetings with the SEO because of his responsibility for Nursery business and staffing.

Once a term there is a meeting with the EO [Community Education] because of his responsibility for urban aid funding. Owing to the large number of under-age placing requests over the past two years there are now regular meetings with the EO [Buildings]. The DEO is accessible, knows his staff and cares about them, but keeps a low profile.

In this Division advisers are allocated an in-service budget for the session and asked to submit their programme to the DEO. This allows for a fair degree of adviser initiative, and although it is acknowledged that the DEO could stop the suggested programme, in fact he does not do so. This freedom allowed me to put the inservice money into the Nursery sector this session, because of the primary teachers industrial action and also because of the implications of the Pre-5 Report.

In the past I met regularly with the HMI who had a responsibility for Early Education. In this case there was a good working relationship and the HMI provided useful feedback from school visits and also helpful advice. Unfortunately however, this

kind of support has vanished with the new appointments to the Division. There are now fewer meetings with HMI and less feedback. In fact there is a degree of tension at the present time between HMI and advisers because of the messages coming from the schools after the HMI visits. It seems now that HMI take ideas from the advisers but give nothing in return. They tend to be very secretive and increasingly, they are adopting a hard line approach.

The College is giving less support now because of its own difficulties, although there are still a few outstanding people on the staff. There have also been some changes in the use being made of college lecturers. More and more, they are becoming involved in school based inservice because of follow-up visits to headteachers who are on management courses.

This is a welcome development because the support can be tailored to suit the needs of the school and it means that unwilling staff have to attend these workshops and discussions.

4 The Parents' Charter has certainly affected the adviser's role and effectively destroyed the work schedule for the last term of the session and it has also intruded into part of the next session. This has been caused by the need to attend to under-age placing requests - a costly use of Advisers' time - although the HMI say that the more under-age placing requests there are, the more the Parents' Charter can be seen to work.

Recently, I was directed to discuss the under-age placing requests with every School Council in the Division and on these occasions had to explain the procedures taken at the interviews so that the Schools Councils could interpret the reports sent to them by the DEO. This took up three mornings last week.

The publication of the HMI Reports has also affected the workload because there are more requests for help from schools and normally, intensive visiting is needed in order to give them appropriate support.

The publication of the Pre-5 Report will certainly cause a change in the advisers' role, and it will become inappropriate to retain a remit for both Nursery and Primary education. Schizophrenic advisers would not be welcomed in this new scene where feelings are running high and relationships are brittle. The outcome is still uncertain, and if one is to be responsible for Primary Education only, then adjustments will have to be made in the remits within the team of advisers.

5 Our role is not well understood. One could describe it as [a] to give support and [b] to give help towards change, but teachers are still suspicious and think that we will stamp our feet if they do not change immediately. Full use is not being made of our expertise, and many people do not understand our "pig in the middle" function nor do they perceive the breadth of the job. Advisers are accountable to the EO's but they also do a PR job for education eg speaking at PTA's and Schools Council meetings. Schools do not relate well with the community, and so maybe it is the job of the adviser to show them how to do this. Sometimes the adviser is trouble-shooting, or

enabling, or supporting - [the last one happens a lot of the time] and it is difficult sometimes to balance these different aspects of our role within one school situation.

I have also to attend to many other duties, and schools are just not aware of the diverse demands on the adviser's time eg attending a postgraduate working party at the College, maintaining links with the College which trains Nursery Nurses, interviewing all nursery nurses and assistant teachers for posts in Nursery Schools.

- 6 The provision of staff tutors has been a great help to the schools and to the advisers. But the tutors need to be supported too, and I spend time each week on a Friday morning in discussion with them.

SUMMARY OF ADVISER INTERVIEW 6 - JULY 10, 1985

- 1 I feel that it is no longer possible to describe a typical day. The daily round used to be initiated by me but to an increasing extent I am involved in some kind of trouble-shooting on behalf of the

Education Officers. Formerly there was some flexibility in organising the day's work and more opportunity to visit teachers in classrooms. This used to allow me a chance to identify problems within a school and to initiate discussions with headteachers who might have been reluctant to raise these issues themselves. Also, headteachers who were tentatively thinking about making changes had opportunities during these visits to discuss things with me. At the present time there are fewer chances to do this kind of thing and adviser involvement in schools is increasingly concerned with the problems perceived by people other than those in the school situation.

- 2 This Division does not have a good record in in-service training, because of financial stringencies. Teachers attending inservice courses usually stay a long distance from a Teachers' Centre and so travelling and catering expenses are considerable. In the past, the local authority relied to a large extent on the College of Education to undertake the provision of in-service courses. Teachers attended these in their own time, and therefore the adviser had no control

over those who attended. There has been no tradition of teacher release and in addition, there are at least 30 schools where the headteacher has a teaching commitment. Release of teachers for inservice courses during school hours would be impossible in these schools unless the authority adopted a policy of giving replacement teachers. Local Authority attitudes towards the provision of inservice courses has begun to change in the past year.

Over the years I have always been involved in inservice training, working within the constraints of this situation. I have been responsible for residential courses, and also for organising meetings for headteachers in order to discuss new Maths and Reading materials, and also recent SED publications. In the past my role has always been that of a tutor. This responsibility is decreasing now that inservice is expanding and other people are being invited to assist. I am still, of course involved in the planning and administration of the courses.

I have an overall responsibility for all areas of the curriculum and I feel that this leads to overexposure at courses. I would like to be a "sub-expert" within the school, and to exercise a consultancy role, rather than to be seen as the "expert" at a big inservice course. This is beginning to happen now.

- 3 Recent commitments as a director in the Regional Management Courses and as a tutor on the Regional Course for Pupils with Learning Difficulties are making it more difficult to get into schools. Relationships with the Education Offices are good, and the EOs depend upon the advisers to undertake more and more administrative tasks within the Division eg the deployment of staff, the composition of classes, and now the placement of teachers. These changes in my pattern of work result in fewer school visits and paradoxically in fewer opportunities to acquire the kind of background knowledge which is necessary if these administrative tasks are to be adequately dealt with. Relationships with the HMI are good and meetings on an informal basis are productive.

- 4 I am not unhappy about the publication of the HMI Reports, although I have some reservations about the content of many of them. It might even be reasonable to suppose that a school which gets a bad report is one where the adviser has failed to persuade the staff to change. It could be of course, that he has succeeded in persuading them, but that the school is not capable of doing it.
- 5 In my view my expertise is being fully used by the Education Officers. The adviser can bring to an administrative problem the knowledge of how a school works which no one else in the system can. If good relationships have been established with the school then the adviser is able to attend to a whole variety of aspects in education, and not just to curriculum. He has a role as a facilitator, drawing support from a wide network of people.
- 6 The trend seems to be for the Region to start new things without thinking through the implications of their decisions. They make assumptions that the adviser will be readily able to undertake

various kinds of additional responsibilities eg Regional Management Course.

I feel that it would be a positive development if I were to be given a specific remit in a curricular area. I would then be able to learn a lot more about one aspect while still retaining the ability to operate effectively in a general sense, but at a different level. College lecturers do not pretend to know everything and advisers should avoid this pretence also.

SUMMARY OF ADVISER INTERVIEW 7 - AUGUST 11, 1985

1 There is really no typical daily work pattern because of the growing number of long-term fixtures for weeks and months ahead eg to working parties and to Regional and Divisional Management Courses. Six years ago the pattern was different, and although there were some fixed commitments there was also quite a lot of flexibility and this allowed me time to review my work and deal with matters arising. Now there is less room for manoeuvre, and the thing that seems to suffer is the coverage of schools. This altered pattern is

probably partly the result of decisions taken by me, but it is also determined by decisions taken by the Education Officers.

2 Some types of inservice training have been in existence for some time in this Division and these are being continued. The Advisers meet regularly to review the arrangements for inservice training, and although each Adviser has a curricular remit, this is not interpreted in a rigid fashion and so the advisers discuss all aspects of the curriculum. I feel that we still have a free hand in planning although there is more direction now from the DEO in relation to the increasing number of management courses. I feel that now there are perhaps too many management courses as such, because management issues can be dealt with in other types of courses. In this Division there is insufficient back-up for the administrative side of inservice training and the advisers have to undertake many of these tasks themselves. I contribute to the management courses as a tutor, but I rely on support from the College of Education for the workshop courses run for class teachers. These are held in two Teachers'

Centres, and also in a variety of schools across the Division. There is really no central point in this division because of population distribution, and so conferences are arranged for headteachers on a geographical basis and inservice training tends to be run in three geographical divisions. A responsibility for an area of the curriculum cuts across geographical boundaries of course, and I feel that the DEO tends to overlook the fact that, although I may have a responsibility for 40 schools in a pastoral sense, I am still responsible for 120 schools in relation to my curricular remit. In recent years schools have tended to support half-day courses very well and these have been more popular than courses lasting two or three days. Staffing difficulties within the schools have no doubt contributed to this trend.

As regards working parties, I would submit suggestions about membership to the Education Officer although these suggestions are not always taken up. On some occasions I am the scribe, but so far I have resisted being the Chairperson. I feel that the adviser can be more influential as a

member of the group and that material issued to schools has more credibility if the working party is chaired by a headteacher.

- 3 I have had a great deal of contact with the EO and DEO in the past two years because the DEO is keenly interested in curriculum and management issues. The latter frequently seeks out the primary advisers for discussion and also sends memos. The SEO has a remit for the curriculum as well as for staffing and I have close contact with this officer. I am also in touch with the supplies officer regarding furnishings and fittings for schools, and I have to visit schools to clarify and vet requests for equipment in excess of normal allocation.

There are good contacts with HMI, some of whom have been involved in working parties and at in-service training courses. I hope that this profitable relationship can be maintained in the future.

The Colleges of Education are supportive in some respects. They contribute to working parties and

speak at some inservice courses. The closure of Callendar Park College has left a gap however in certain areas eg maths and science, and Stirling University has not been able to fill this need. I have very close relations with the Primary Education Department, the Inservice Department and the Maths Department at Jordanhill College. The Colleges however, seem to have problems with liaison at different levels, and it is difficult sometimes to know how much executive function various people have, because the adviser has still to make direct contacts in order to plan for courses. Relations with St Andrew's College are very good with certain departments and certain talented individuals.

Full coverage is given in this Division to the COPE documents which are seen to be influential. Meetings are arranged for headteachers so that the documents can be discussed, and this is done on occasions devoted wholly to curriculum concerns. Business matters are now discussed at other meetings.

4 The role of the Adviser is changing. I have of course to respond to the published reports on schools by HMI but I have now to write a full report on two schools each month. This is an onerous commitment, because I have to visit and discuss matters with the headteacher. The reports have then to be written up and submitted to the DEO and EO who question them and come back with suggestions for improvements in the schools. I have also made a big commitment in time to under-age placing requests over the past two sessions.

5 I feel that the advisory service does have a major contribution to make, and I feel that the job now seems to be regarded as more important not only by the administration but by advisers themselves and also by the schools. The more the adviser is asked to do for the EOs the closer the job seems to be to the direct line of management. Whether this is the right criteria on which to base this view is of course open to question, but this is what seems to be happening - who else can follow-up the HMI Reports for example? The adviser is the person most strategically placed to do this.

6 I still have the feeling that the advisory service could be more effective if there was more flexibility in the work pattern. It is sometimes frustrating to have to put what seems to be a priority into the background because of the need to respond to other people's wishes.

SUMMARY OF ADVISER INTERVIEW 8 - OCTOBER 14, 1985

1 When one enters the advisory service one imagines that there will be a typical day, but there is really no such thing. There are considerable variations in working patterns and a lot of unexpected things crop up in the course of a day's work.

2 Assessment regarding teachers' needs in relation to curriculum development and inservice training is based on a number of factors. As a headteacher it seemed as if there were massive gaps in my training, and now that I have been in post for 3 years I have tried to fill these gaps for other Nursery Headteachers. I have also been aware however, of other messages coming from schools, and further to that have taken account of messages

about the training required for the changes in provision for the Pre-5s. As far as Inservice training goes I have undertaken a variety of roles - always administrating, always facilitating and often acting as tutor too. I am involved less often now as a tutor because I know where to look for appropriate help. The inservice courses have been located at the Teachers' Centres or at Seamill, but increasingly, they are being held in schools. At first, I put a lot of emphasis on developments in the curriculum or in management strategies, but now, because of the coming changes in the pre-5 field the emphasis has moved to multidisciplinary work which involves different groups, including parents. There is no working party meeting at the moment, but recently a group finished guidelines on safety.

- 3 Not many Education Officers can see the need for meetings of Pre-5 staff and so I tend to initiate meetings. There is no doubt however, that the personality and attitude of Education Officers tend to influence the degree of autonomy which we can exercise. Normally power rests with the Education Officer, but this is an area of which

the Education Officers have little experience and this allows one more freedom.

Relationships with several departments in the colleges of education are very good. Lecturers in Primary Education and Early Stages are supportive in inservice training and I am involved in committees which meet in the college.

HMI are not influential, and apart from casual meetings or conferences I have in 12 years met only one HMI and that was an informal visit. COPE is not influential either.

- 4 The Parents' Charter has had little effect, except that a number of parents have been clamouring for early entry to nursery schools. Their wishes have not been met however, partly because there are insufficient places in the Nursery sector, and also because the Region does not have a policy of early entry to nursery school. Now that there are HMI Reports published on Nursery Schools there is follow-up work to be done. This is important and I have insisted on being involved.

There are of course big changes in the Pre-5 scene and these will have tremendous implications, because I will no longer have an EO to whom I will be responsible. Instead there will be a committee, and this means that the adviser will have a very important role in the Pre-5 unit which will be a multidisciplinary group. The person in charge will be a Regional Director and there will be a new appointment of an Assistant Director. The work in this area is bound to expand and the person who gets the new appointment will require a knowledge of social work as well as of education and will have to bring these two disparate groups together. This may result in a decreasing amount of involvement in schools at the beginning and therefore less time spent on curriculum development. It is not yet clear what will happen, and who will fill the new post and so I am making assumptions in a time of change.

5 People are not clear about the contribution which advisers can make. This is reflected in a recent invitation from a group to explain my role. As far as the job goes however, some aspects of my experience are being used to the full - although

there are others which are not being exploited. Education Officers have limited knowledge of the pre-5 scene, and there is certainly a need for the existence of someone who has a thorough working knowledge and also the ability to build bridges between the education department and various groups in society. This is the area where an adviser can make a unique contribution. It is a matter of regret that at the present time, circumstances prevent me from being more actively involved in the schools, but it is impossible to maintain a high level of contact because there are so many establishments. It would be very beneficial to have some kind of help, probably in the form of a staff tutor. Follow-up after in-service courses is crucial and at the present time it is not possible to do this on one's own. On the positive side however, I am now involved in giving advice on staffing.

- 6 The future is uncertain and this particular job will certainly change, although the Region will still require someone with a knowledge of education.

7 The job of adviser in Nursery Education has suffered from isolation. The primary advisers, share an office and work together. This kind of team spirit seems to be desirable, because of the support it offers, and it is something which should be available for the adviser in Nursery Education too.

SUMMARY OF ADVISER INTERVIEW 9 - JULY 24, 1985

1 There are probably two kinds of 'typical' day. One type would be 'school visit days' when I go straight to schools from home, come into the office at lunch time, and then do more school visits in the afternoon. Of course there are sometimes interruptions in this pattern. The other kind of day is an 'office day' when I attend to a variety of tasks, attend meetings and am involved in inservice training courses. At times of course, I have to respond to unexpected demands and this routine is altered.

2 In one sense, the emphasis in curriculum development being pursued by me has been decided by past events. During the early years in post I

spent much time talking with teachers about language development and, after identifying the needs in this area I had discussions with an HMI and an EO. It was then agreed that it was the duty of the local authority to produce guidelines in various aspects of language development. And so, for a number of years I have been involved in the production of material for use in schools. This of course has generated the need for continuing inservice at various levels.

In another sense curriculum development and inservice training are related to current national and regional priorities eg computer technology and pupils with learning difficulties, but developments are also generated by adviser colleagues working as a team eg management courses.

Inservice training has in the past been located mainly in the Teachers' Centres, but this is changing, and more and more school-based inservice is being arranged, partly because it is effective to bring a whole school staff together, and also because teachers seem to like this

arrangement better. However, the decision about location would always depend on the type of in-service being planned.

I am always involved in the planning of courses and I believe that it is important to be seen at courses. I also feel that it is essential to make some contribution to the course, as well as introducing other expert tutors. It has not been possible however, to do a lot of follow-up work and this has led to the production of packages. These are designed to encourage and support those teachers who attend courses and wish to act as multipliers in their own schools.

I recruit suitable practising teachers and headteachers in order to form working parties. I am careful to obtain a balance of views. I have never chaired a group like this, except in the absence of the chairman, and I have worked as a member of the group, on an equal footing with other members, producing papers and amending them as a result of group criticism. I have, on occasion, taken the position of devil's advocate in order to give the members of the working party

time for reflection. At the end of the day, I have undertaken editorial and redrafting tasks.

3 HMI are less close and less helpful than formerly. I seldom see them except on National or Regional Committees. I am not sure what their present policies are, and I feel that they do not influence me in any major way at the present time. I have harmonious working relationships with individuals in the colleges of Education and I feel that I benefit from these associations. A less profitable exercise for me, but necessary of course for liaison between the Region and the Colleges, is to be a member of large standing committees.

EOs of course, have the most direct influence and control over Advisers on a daily basis. I feel however, that a long tradition of autonomy which prevails in this Division allows me considerable scope for decision making in relation to curriculum development, although I have to be prepared to respond to all sorts of other demands made by EOs. Communication with EOs falls short of the ideal, and it would be better if there were

more opportunities for discussion not just with the EO [Curriculum] but also with those responsible for staffing and supplies, in order to clarify matters pertaining to primary education.

I have not been a member of COPE and therefore I have been influenced only by their publications, some of which I recognise as more significant than others.

- 4 There are changes in the job. Some are being forced on advisers by the Parents' Charter for example. There is now a feeling among parents that they should have more say in methodology or in the creation of composite classes, and advisers are having to respond to parents far oftener than in the past, often through parents' meetings but also by phone calls. There is now a growing mood of accountability especially in relation to the evaluation of teaching staff, and the Adviser is gradually being moved to undertake more of this.

One of the most important influences however in shaping trends for me is the influence of my colleagues in the primary advisory service,

because it seems to me that they know more about primary education than EOs or Regional Councillors.

- 5 The role of the primary adviser is much more fully understood than ever before by headteachers, especially those who were known to the adviser as assistant heads or class teachers before being promoted. Teachers are less sure about the part which advisers play. EOs have a clear perception about the advisers' role, although this perception is not necessarily always the same as the one held by the adviser.

Some headteachers make more use of the adviser than others, and some make better use than others. This is a hopeful sign, but if all the people in the system used advisers as they should be used, there would be a need for a considerable expansion of the service.

Certainly, there was early criticism of the service, but this does not seem to happen now. Probably people felt threatened when advisers were

first appointed, and thought that they would be constantly monitoring and criticising. As the service has developed, it has become evident that this anxiety is misplaced. I am also helped in this sense by having friends in the system.

No one has ever defined what a primary adviser ought to do, or even attempted to discuss this. It would seem that advisers have a lot of freedom to operate, within certain constraints of course, and I would like to think that the service is providing leadership in the sphere of curriculum development and in management which no one else is doing. It is of course very difficult to measure the effectiveness of this kind of work. Maybe the most effective part of the adviser's work is to be able to interpret the policies of the local authority to the schools and to translate for headteachers what the EOs want the schools to know and do. EOs are disadvantaged in this respect because of their lack of knowledge of primary education.

Maybe, at the end of the day, one of the most important achievements of the advisory service is

getting the right headteachers into posts, because of its involvement in the leeting process.

- 6 The local authority does not pay much attention to primary education as long as everything is quiet, because they believe that secondary education is more important. The majority of EOs hold fairly traditional views about primary education, and in any case, for most of the time they operate by responding to crises which occur much more frequently in the secondary sector.

This being the case, there seems to be a need for the appointment of someone at the level of Assistant Director who has had considerable experience of primary education, and who is able to talk to senior management about the needs of this sector. Unless this happens I see little prospect of much change of direction, although it is possible that advisers may become more inspectorial in response to national as well as regional policies.

- 7 It is important to draw attention to the significant contribution made by the staff tutor

service. I have found the establishment and development of this additional support to be one of the most rewarding and effective parts of the advisory service.

SUMMARY OF ADVISER INTERVIEW 10 - JULY 25, 1985

1 It would probably be possible to describe the ingredients which go to make up a composite day. No two days are ever alike, however, and this is the fascination of the job. Some time is always spent in the office. This is often at the beginning and end of the day, attending to phone calls and mail and writing memos to Education Officers. Time spent outside the office varies very considerably. There are of course school visits. Sometimes these are pre-arranged. There is a high chance of a meeting of some kind - on a local, national or regional basis or a meeting with other advisers. It is a pleasant day if there is an inservice course in which I am involved, but these are becoming less frequent.

- 2 Knowledge about teachers' needs in relation to curriculum development and inservice training is derived from i) meeting with teachers.

This is a very satisfactory part of the job and these conversations take place in a variety of contexts, in school, at meetings, at semi-social occasions, in college or at working parties. Teachers are never slow to express their needs in relation to what they think an adviser ought to be doing. But on these occasions the adviser has an opportunity to identify needs by observing classroom practice and by noting the questions teachers ask - or do not ask.

- ii) Other factors which impinge upon the adviser

eg

- a) statements made by the Regional Council
- b) urgent notes from the Education Officer
- c) SED publications
- d) personal associations which the adviser has with National developments eg in Primary Science.

And so, the adviser is trying to draw on all of these sources in order to work out a plan of action. He has to be aware of trends, keep his ear to the ground, and also be able to predict

events especially in long term curriculum development. This kind of foresight is essential.

In relation to curriculum development, I highlight the importance of becoming well acquainted with the areas of the curriculum for which I am responsible. And so I read, look for the best practice and talk with others in the field, in order to build-up my own expertise. That does not mean however, that I would take on an overt lead at divisional level because I am more concerned with identifying headteachers and teachers to undertake pilot work, and with supporting and encouraging them in their undertakings. I see my role as one of building-up a pool of expertise among practising teachers who are involved in developments.

I would not normally see myself as a chairperson or a convenor of a working party and would identify a headteacher or teacher for this role. My job would be to support them. Ideally I would like to see teachers writing the material for use in schools, but in practice it is the adviser who has been involved in the oversight of this. The

production of guidelines has always been accompanied by inservice training and I am always involved in this.

I see myself as having a major role in determining the shape, nature and extent of inservice training. I have a major role in planning, and I like to be involved as much as possible as a tutor at some point during each session.

It is important however, to complement the broad view of the adviser with the recent experience of the classroom teacher, and so I select suitable teachers and brief them well so that they can work along with me on many of the courses, particularly in Mathematics. These courses are held in various locations, in Teachers' Centres and sometimes in schools. When the course has been requested by a particular school then I usually do this single-handed.

- 3 Relationships with other agencies in education really depend on the personalities involved eg relationships with HMI tend at the present time to be second hand through EOs and close links are

maintained with only a few HMIs whom I have known for some time and who have overlapping areas of interest. In the past there were more meetings with HMI than there are at present. This may be due to recent rapid changes of personnel among the Inspectorate. It would seem now that HMI find out about advisers through the EOs, and by questioning headteachers in schools. So, in general, relationships in this area are at a formal level and leave a lot to be desired.

Again, relationships with Colleges of Education, depend on the presence of individual lecturers who are known to have something to offer. These relationships are fostered and the adviser is then able to negotiate in a satisfactory way with the college hierarchies. Overall, relationships with the Colleges are good, and it is evident that the Colleges want to please the Region and to supply tutors who are acceptable. COPE seems to replicate at a national level the work done in the divisions and the region, and it sometimes happens that the COPE publications in the same area of concern are published too late to have a major impact. COPE does of course play a

useful part in the professional development of these people who are invited to join.

As regards relationships with Education Officers there are problems of continuity here owing to the frequency of change. Newly appointed EOs are always anxious to meet and listen to primary advisers, but as they come to terms with their large remits, communication becomes less than adequate. Advisers then take initiatory procedures themselves and keep the EO informed. This is of course quite satisfying and advantageous in some ways. In other ways it is disturbing that the EOs spend proportionately much less time on Primary than on Secondary matters. There could be a variety of reasons for this i) sheer volume of work, ii) a lack of knowledge and experience of Primary School and iii) the view that there are fewer problems in Primary than in Secondary.

One must be careful not to make sweeping generalisations, but it would seem that the rise of Strathclyde Region and the coming of the Parents' Charter have increased the level of

accountability in education. The result has been, that the amount of self-initiated work done by advisers seems to have diminished, and the amount of imposed work has increased. It may be however, that this is not a bad thing, and since accountability to the public is inevitable, the job has moved in this direction.

- 5 Although it may well be true that full use is not being made of the advisory service, I have found that, over the years there are an increasing number of calls from schools to get the kind of information which the adviser possesses. This is a healthy development even if teachers perception of the adviser's role is inadequate.

In relation to the use made by the Directorate the trend seems to be to turn to advisers to carry out initiatives which have been sanctioned by the elected members. There are very few occasions now when the advisory service is overlooked and in some cases a major contribution is expected. It would be better however if the advisers had more say in the policy options before they were presented to Councillors.

Advisers are really in a unique position, as they can look in two directions. They have a privileged view of activities in schools, and are able to go into all schools. The Directorate do not have time to do this, and in any case, do not have an understanding of primary education. This broad view, of schools is valuable to anyone eg in staffing. And maybe the adviser's role in promotion procedures is a very important one. Headteachers, Education Officers, Councillors and the promotion boards are all concerned in the selection of candidates, but maybe Advisers have the biggest single say because of their involvement in the short leets.

- 6 The education service is becoming increasingly complex, and this is affecting the role of advisers. They were originally recruited in the wake of the explosion of curriculum development in the sixties and although curriculum development is still a major part of their role, the Advisory Service is now a natural dumping ground for all sorts of middle management tasks, because it has proved itself. Advisers seem to be a natural focus, because of their open-ended remit.

Headteachers refer a whole variety of things to the adviser, some important and some trivial. Also, the structure of Strathclyde has not allowed for the appointment of an EO with specific responsibility for primary education, and this means that the primary advisers are the specialists in that sector.

7 The job has exploded from a relatively narrow remit. Advisers in Glasgow are now working for the Region, and they also serve on working parties in the Colleges and at national level. I do not object to the variety which the job offers - but it means that, sometimes it is difficult to see the wood for the trees. It is also impossible to make generalisations about the role of the adviser. So far, I have not detected a trend to involve me in an inspectorial role, although of course I would always alert the EO to problems within any particular school.

SUMMARY OF ADVISER INTERVIEW 11 - JULY 1, 1985

1 A typical day might include a considerable number of different activities. Mail requires attention,

and phone calls are necessary. There are often meetings with office staff about staffing, and school design. School visits figure prominently - often 2 visits in a morning but sometimes the number of visits tends to be fewer because of other commitments.

2 Involvement in inservice training takes a variety of forms:

a a responsibility for planning and administration

b an increasing involvement as a tutor in some courses, because of decreasing support from the College

c a reliance on college support for follow-up visits because of the large number of schools involved - follow-up for the advisers becomes part of general visitation.

In recent sessions I have been responsible for the production of draft guidelines in my own curricular area. This provides the basis for discussion which will lead to a statement from the Division in due course.

3 Relationships with schools are good and I initiate discussions with headteachers. Relationships with Education Officers are also good and regular meetings are initiated by the Education Officer responsible for staffing. There is a Primary Curriculum Steering Group which includes the Education Officer [curriculum], and HMI and 4 headteachers who are chairpersons of the Primary Development Committees. This committee monitors developments in the 4 year plan, discusses matters of current concern and is now concerned with the direction of future developments. The adviser has room for initiative in curriculum development and in fact the Education Officer expects the adviser to make suggestions. But in reality there is a low profile in curriculum development because of demands on people's time.

4 Relationships with HMI are good, but the knowledge that HMI are asking in schools about the frequency of adviser visits introduces another dimension. This is in keeping with the increased emphasis on accountability especially in relation to school visits. Advisers are asked to write a report for the Education Officer on significant visits. The

tendency is therefore to make every visit significant and the adviser probes more deeply in discussion with the headteacher.

5 Advisers are probably not used as well as they might be in the education system, but they do provide a useful sounding board for headteachers. There are not many people in the system who can give the support, encouragement and reassurance which headteachers are looking for. Advisers have the freedom to move from school to school, and this allows the adviser to develop a liaison role and to break down the feelings of isolation which exist in schools.

6 Perhaps the future holds a more inspectorial role for the adviser and this reflects the movement towards greater accountability. Because of this, school visits may become more formal and attention may be directed to particular aspects.

7 The adviser's job is stimulating and varied and has a fair degree of autonomy. It is to be hoped that people are clear about the advisers' role, but this is not always apparent. Perceptions of

advisers held by education officers, headteachers and teachers are different, although there is an overlap in their views. There is certainly a need for better communication within the education system in order to improve people's understanding of the adviser's role.

SUMMARY OF ADVISER INTERVIEW 12 - JULY 1, 1985

1 A typical day is something that does not really exist. On most days however, a lot of time is spent on phone calls - the content of which is related to all aspects of school life. This is seen to be a very useful way of maintaining contact with a large number of rural schools. The nearest school is 11 miles from the Teachers' Centre where the Adviser's office is located, and the farthest school is 40 miles away. School visiting is therefore limited, and when it is undertaken I spend a lot of time travelling. This work pattern is different from my colleagues in the same Division.

2 Inservice training plays a major role in my workload, and I am involved in setting it up, through

meetings with college staff. I am involved at various levels in these courses, and am sometimes a tutor.

3 Meetings with the DEO and other Education Officers takes place on a monthly basis. From time to time all advisers - Primary and Secondary - meet with the DEO to talk about the curriculum, and maybe every 6 weeks advisers meet with the Education Officer responsible for staffing to discuss candidates for promoted posts. On occasion, the advisers ask for meetings with the Education Officer to discuss problems in particular schools. HMI have a fairly high profile in this Division, and attend meetings with Education Officers and advisers from time to time. I get the impression that the directions taken in curriculum development and inservice training are influenced by advice given by the Inspectorate.

4 The adviser's role is changing, but this has a positive side. The publication of the HMI Reports on schools provides me with a lever for the introduction of change. Fortunately, schools have so far not altered their attitudes to me and do

not see me in an inspectorial role. Under Age Placing requests caused problems last session, but this work now has been undertaken by seconded AHTs. Nevertheless the existence of a large number of very young children in P1 classes this session may well produce other problems for me.

5 Full use is not made of adviser expertise by the authority. A bigger establishment would allow advisers to visit schools oftener and to initiate curriculum development. It would also be desirable to have more time to think, to read, and to plan instead of constantly having to respond to crisis situations. Nevertheless, it would seem that recently appointed headteachers have a better understanding of the adviser's role and of the kind of support which the adviser can offer. This may be because they have known me for some time and have built up good relationships.

6 The adviser's job is unique. It is the "only shoulder to cry on", and there is no one else in the system who stands in a similar relationship with the schools.

7 Unfortunately the trend seems to be to bring in more and more staff tutors and to expect them to do an adviser's job. In this Division there are 9 staff tutors and it is planned to have one for Nursery Education and Music very soon. Staff tutors have a valuable contribution to make, but their job is different from that of an adviser [so is their salary!].

The schools appreciate the role of the adviser but perhaps their perceptions are not shared at Directorate level. There is an increasing trend to involve advisers more and more in administration, and this means then an adviser has less time for the role that they should have in curriculum development.

8 Each adviser in this Division works in a different pattern because of the way in which the school population is distributed. I have a large number of small rural schools and I place great stress on the development of a pastoral role. The quality of visits to these schools is very important, because of their isolated situations. The schools in turn, realise that it is impossible for the

adviser to visit frequently, and to try to follow-up all teachers who have been at courses. These headteachers are content to maintain contact by phone, and do not hesitate to request help if it is required.

SUMMARY OF ADVISER INTERVIEW 13 - AUGUST 7, 1985

- 1 I feel that my work patterns have changed considerably over a ten year period. I used to have a role which brought me very close to schools, advising headteachers and teachers. At that time, administrative concerns were at the bottom of the list. This close contact with schools enabled me to gain an intimate picture of all aspects of the curriculum, and also helped me to develop a very personal involvement in in-service training.

- 2 At the beginning of my career as an adviser I was instrumental in planning and also in executing in-service training. This was done without involving colleges of education. At the same time I was also concerned with school buildings, school furnishings and with the provision of resources

for schools, all of which are of course related to the curriculum. In recent years however, I have had to undertake more duties of an administrative nature, and this has caused me to feel more and more distanced from schools and from teachers. Yet, at the present time I have heavy commitments to inservice training, and I rely on support from the staff tutor service in order to implement the programme. There is very little help from the Colleges of Education due to constraints within the colleges and also to the fact that there is a considerable distance between them and this Division. I am also involved in follow-up visits after the courses and this is very time consuming.

Present trends in inservice training in this Division, are concerned more with a global approach, than with indepth strategies. I feel that this is regrettable because, in my experience, it is more effective to work with a small number of schools eg 10 schools and do intensive follow-up visits geared to different needs rather than to invite a large number of schools to send representatives to courses held at a Teachers' Centre. I gauge teachers' needs by

talking to teachers and by observing classroom practice. The inservice programme in operation at the present time however is the result of decisions made by Education Officers rather than by advisers.

- 3 I feel that if one is to operate as a member of a team of primary advisers it is essential to have a co-ordinator, probably at EO level. It is also important for the adviser to have an allocation of money in order to support and initiate developments within schools. Neither of these things exist at present in this division.

College staff and advisers have different roles in inservice training. Of course there is a place for co-operation between the two, but college staff do not have the same all round vision as advisers have, and tend to look more specifically at schools and teachers.

HMI have a very broad view of Scottish education and it would be useful to have more discussions with them. At the present time the published reports on school inspections are too bland to be

helpful. Where particular curricular issues are a matter of concern, then a much closer liaison is needed. And so at the present time, although I would take cognizance of the content of the published reports, I do not feel that the Inspectorate exercise any influence over my work, and I would go as far as to say, that in some instances relations with HMI are poor.

Primary Education is really outwith the "ken" of the Education Officer, and there is a need for someone at this level to be interested and able to listen. This person should co-ordinate and be able to supply an objective view.

- 4 There have been changes in the adviser's role since the Parents' Charter. There has been a considerable amount of involvement in under-age placing requests, and also much more time is now spent on dealing with parental complaints. These are increasing. Also I have to make much more time to listen to headteachers and to be a shoulder to cry on.

5 I feel that I have considerable width of experience and that as a former headteacher I am sympathetic to the needs of schools. All advisers have something special to offer, and there is therefore a need for co-ordination of the service so that advisers' talents can be well-used. There should be more opportunities to meet with an EO in order to discuss remits and the possible need for changes eg a review of pastoral areas is needed from time to time because the school scene changes and it is important that an adviser has a variety of schools. At the present time there are not enough meetings with EOs to discuss these matters. Primary/secondary advisers are together at meetings with the EO and so very little time is devoted to the primary curriculum. In the past, more attention was given to this.

6 I feel that my present work pattern does not reflect the things I would like to be doing. The trends seem to be to do more and more errands for the EOs.

There is a need for training for advisers. This is not happening at present and the level of

opportunities could be related to financial constraints.

I also feel that it is very important to get to know teachers on a personal basis. This is very difficult because of the large number of schools for which I am responsible.

SUMMARY OF ADVISER INTERVIEW 14 - JULY 22, 1985

1 There is a kind of pattern in the day's work. At the beginning of the day routine office tasks are given attention. This is followed by visits to schools, sometimes at the request of the Education Officer, sometimes [hopefully!] to see developments in schools, and sometimes to fulfil routine pastoral duties. It is very important for the adviser to try to see teachers in their classroom situations.

2 I am very much involved in inservice courses. I am engaged in planning and administration of courses, but I also spend much time as a tutor on courses related to computer education and mathematics. On these occasions I have the

support of classroom teachers and staff tutors. I have also been a director of the Regional Management Course for Primary Headteachers. I have a commitment to curriculum development on various levels, as the chairperson in Environmental Studies, and Computer Groups, as a worker in the Mathematics group, and as a primary representative in the Health Education Group which is concerned with a span of pupils aged 5-18 years.

- 3 Contacts with HMI are not frequent, but on the other hand there are many dealings with the Education officers. Advisers get involved in all sorts of things which are not really their job eg acting as a mediator between a headteacher and the EO. One of the problems is that in certain areas the adviser acts like a low-key EO eg a big involvement in the classification procedures, in the giving of advice on compulsory transfers of teachers, in relation to parental complaints and in the allocation of new school furniture. In a sense of course, all these things are related to school policies. Relations with Education Officers are good. There are regular monthly

meetings with the Education Officer [Curriculum] and advisers are invited to contribute to the agenda and also to bring up competent business. On the same day, the Education Officer has a meeting with all advisers Primary and Secondary but, as the business is largely taken up with the discussion of issues in the Secondary School, this is not seen to be a very profitable exercise for the primary adviser.

Relationships with HMI are good, but meetings are infrequent and only on official occasions. There are probably more meetings now with college staff in order to discuss the direction of new developments in the curriculum.

- 4 In some senses the publication of the HMI Reports on schools is a good thing and gives a sense of direction to the adviser's work. In fact, it could be seen as a high priority, but it means a big commitment in adviser's time as there is a long term follow-up procedure.

The Parents Charter has indirect repercussions on the advisory service, because of under age placing

requests and the movement of children on which advice is sometimes sought. There is little contact with COPE which seems to have more representation from the east of Scotland than from the west.

- 5 The adviser's role is fairly constrained in many ways but there are opportunities from time to time to initiate and make suggestions. It would be an interesting exercise to compare the role of advisers in primary and secondary sectors to see if they share the same kind of workload or if their duties are all subject centred. [Secondary Advisers] Advisers are well used by the system in the field of inservice training. They have a contribution to make in the area of parental education, and as most of them are former headteachers their experience is well used by Education Officers. The adviser has valuable insights and a breadth of vision. His contribution to the system is unique. Nevertheless one feels that it is not always possible to do the kind of job one would like to do or ought to do.

6 Much of the satisfaction in the advisers' job comes from being able to offer practical help and encouragement. There is a trend in Strathclyde to involve the adviser more and more in administrative duties and there is an increasing amount of delegation from the EO. So, although the publication of HMI School Reports might put pressure on advisers to become more involved with headteachers and teachers in curriculum development it is difficult to see how this can happen if advisers are to meet other demands on their time.

SUMMARY OF ADVISER INTERVIEW 15 - JULY 22, 1985

1 One could suppose that there is a typical day in the sense that there is some kind of repeated pattern eg I would usually go to the office at 8.30am [unless I was working at Glenpark Teachers' Centre] and stay there until after 9.30am. After that I would be out of the office until about 4pm when I return to catch up with things at the end of the day. This is the most useful way of doing things, keeping the work rolling, and communicating with the EOs.

2 As regards curriculum development and inservice training, the needs of teachers are identified in a variety of ways.

a Through the follow-up to HMI published reports, and this takes up a lot of time because of the pattern established in Strathclyde. It means visits, discussion and decisions about the type of support required.

b By using the checklist designed 2/3 years ago by the advisers on the initiative of the EO curriculum. This is used when visits are made to schools and it provides the basis both for discussion with headteachers and for observation of classroom practice. An assessment is then made of the areas where support is needed and an action plan with a time scale is prepared for discussion with the EO curriculum. This has been a time consuming exercise, and the adviser with a pastoral remit for schools identified in this way is then responsible for the implementation of this plan, using the help of staff tutors. There is a big input at the start, the adviser arranging to have discussions with the headteacher, assistant

headteachers and teachers. Considerable support is given to this strategy by the EO who visits the school, discusses the proposals with the headteacher, and indicates that he will make a return visit in 6 months time. I feel that there is a lot to be said for this way of working as some headteachers are shaken out of their lethargy and some assistant headteachers and teachers appreciate the kind of support given by the advisory service.

- c Through reference to COPE documents, SED publications or divisional guidelines - Areas of Priority are decided by advisers and proposals are discussed with EO so that in-service training can be arranged in-order to interpret these documents. For example, in recent years this Division has produced guidelines in language, and in the aesthetic subjects. A very intensive and comprehensive inservice programme was arranged in order to support these documents. This type of in-service is compulsory and the EO is kept informed about schools which do not send representatives. Pressure is then applied,

in order to encourage participation.

I am always involved in the planning of the inservice programme, and I am also involved to a certain extent as a tutor. Staff tutors also work along with me, and I have frequent meetings with them in order to get feedback on their work and also to give them support and advice.

Inservice courses are held at the two Teachers' Centres, but school based inservice is often arranged on an area basis. A number of schools might be involved in this, and for a variety of reasons, some targeted, some volunteering for developments. It is not possible to do as much follow-up work as in former days, but I do visit and monitor developments after this type of course. In the past the EO used to undertake some follow-up work, but this is no longer the case.

d I am involved as a member of various working parties as a member of the group.

3 Relationships with HMI have not improved. In the past, I gained a lot from their friendship and

support. Now relationships are much more formal and HMI are always looking for information, but give nothing in return.

As far as relationships with the College go - this varies very much from department to department. Some are very good, others less so. Contacts are maintained with COPE and an attempt is made to offer opportunities to schools to participate in follow-up to all the COPE publications.

Relationships with EOs are very good. I have a great respect for the quality of their work, and communications are excellent. This may be related to the fact that the advisers and EOs work in the same building. The power lies with the EOs who of course have ultimate responsibility. Advisers are encouraged to take initiatives, but would always consult with the EOs who are very supportive.

4 It seems that, more and more, advisers are being asked to deal with parental complaints and demands. This is very time-consuming as even the most trivial complaints have to be investigated. The publication of the HMI Reports has also laid

new demands on the Advisory Service, and it would seem that the adviser's role is being shaped more and more by outside forces and that there is less scope for adviser initiative, because time is being taken up with other things.

5 Sometimes advisers do not get doing the things they want to do, for doing the things they have to attend to. Nevertheless, it is clear that someone has to attend to the growing number of situations where there is a potential for confrontation and anger between parents and schools. Someone has to act as a mediator and take the heat out of these situations. Maybe this is not what we should be doing, but who else is there to do it?

6 The quality of primary teaching is very high at the present time and so I feel that I have a significant role to play in inservice training in order to maintain these standards. On the other hand, headteachers and teachers are under increasing pressure within their schools, and the advisory service should be providing support and encouragement at the grass roots level. The adviser has a PRO job to do for the education

service and, unlike our colleagues in the secondary sector, is concerned with the total management of the schools.

7 The advisory service has tremendous potential and it would be good to see it recognized as having an important contribution to make. Advisers have a very stimulating and interesting job, and throughout their daily work they gain a depth and breadth of experience which gives them the ability to deal sympathetically with people at all levels in the system.

SUMMARY OF HEADTEACHER INTERVIEW 1 - FEBRUARY 24, 1986

1 I make use of the advisory service in various ways. For example, I like to tell the adviser what has been happening in my own school, so that my school will get recognition as one which keeps abreast of developments. Also, I like to get guidance on how members of staff should seek promotion. Sometimes I need to seek advice on how to make contact with the directorate, and I look to the adviser to bridge the gap between the

school and the office. I look for help in the area of material resources as well, and I know that the adviser is often aware of surplus materials which might be transferred from other schools. In addition, I realise than an adviser has a broader view of education than a headteacher and that I can make use of the knowledge which the adviser has.

2 I make contact with the advisory service in a number of ways. I meet advisers at inservice courses, but I regard this as a fairly formal situation and I tend not to make approaches. I make contact by phoning and also by letter eg I have sent a copy of school policies to the adviser, and I appreciate a response to this. There are also other points of contact with the advisory service eg through the staff tutors, or at professional meetings. I can see that it is important for advisers to have a good communication system among themselves so that they can channel the needs of a school in the right direction, and arrangements can be made to offer support. Sometimes there are occasions when advisers create informal situations and this is

enjoyable, because we can relax and talk. Of course, I appreciate the adviser's visits, but some headteachers do not like the "dropping in" approach because it doesn't give them an opportunity to prepare an agenda for discussion.

The role of the adviser is not really clear and it would be better if headteachers understood the adviser's role. This would result in a more tolerant attitude and an acceptance of the fact that the adviser is not able to visit as often as she would like. Personally, I have taken a lot of initiatives in making contact with the adviser, but this is because of a personal rapport, and I feel that advisers should be selected on grounds of personality as well as academic qualifications.

3 The adviser has been helpful in discussing curriculum development and in policy making. Advisers can also assist with resources and with the selection of staff for inservice courses when they know that a headteacher is trying to encourage development. One adviser arranged a teach-in for parents at a PTA meeting.

Having said this however, I feel a question of style comes with the job, and that some advisers could be more approachable. It would also be a good thing if it were possible for the adviser to bring examples of interesting work done by children in other schools, because it is not always possible to go out. Good videos and suggestions about schools to visit are always appreciated. There is a place for a contribution from the primary adviser at area meetings of headteachers, and initiatives should be taken by headteachers to arrange this. It would also be a good thing if the adviser could take up some of the local issues and make a case through discussion with the EO.

- 4 The advisory service makes use of headteachers in a number of ways. Advisers gather information during school visits, and this is used to help other headteachers on subsequent occasions. They also need the co-operation of headteachers in order to pilot material, and of course headteachers and teachers are asked to contribute to inservice courses.

5 It seems to me that the adviser tries to maintain a balance between listening to the schools and listening to the local authority endeavouring to maintain communication between the two. I would like to feel that the adviser is a colleague.

SUMMARY OF HEADTEACHER INTERVIEW 2 - FEBRUARY 27, 1986

1 When one is a newly appointed headteacher an adviser can be very helpful, because he can tell you about the background to the school and alert you to possible difficulties with staff. I would not however like to see advisers used just for difficult situations because they should be used for promoting curriculum development. To my mind, it is difficult to build up relationships between headteachers and advisers, so advisers must be very careful to make sure that they visit all their schools and encourage the feeling that they are approachable people. It is of course difficult for advisers not to show favouritism to some schools and to certain teachers if these people have something to contribute to inservice courses.

2 I would have to be in real difficulty before I would contact the adviser for help, although I have to say that the adviser is the link between headteachers and the directorate. I would always try to cope on my own because the advisers have a lot to do, and in any case they are really outside the school situation. If, however, I felt that I needed help in the curriculum I would ask, and I always find the adviser's visits useful.

3 One example of the support I have had is in relation to difficult or unsatisfactory staff. Here, the adviser has taken initiatives to get them transferred. But again, it is very important to build up a good relationship in which one feels sufficiently relaxed to ask questions about the curriculum. I think it would be helpful if the adviser could spend more time in schools, especially with teachers. Also, I would like to see courses for probationers started again. There should also be more area inservice training. Headteachers could arrange for early dismissals, and teachers in neighbouring schools could come together. This would be more convenient than going into a teachers' centre, and teachers would

get to know teachers in neighbouring schools. I suppose we would need more advisers to do these things.

4 Of course, advisers make use of schools in order to do their work, but to do this, they have to know the strengths and weaknesses of schools. They are then able to make comparisons, to assess what is possible, and to gather information which can be transmitted to other situations. Headteachers and teachers also help advisers by making contributions at inservice courses.

5 It seems to me that the adviser is nearer to the schools than to the local authority. People relate to the primary adviser more as a teacher than as a symbol of authority.

SUMMARY OF HEADTEACHER INTERVIEW 3 - FEBRUARY 21, 1986

1 I have made a great deal of use of the advisory service as far as inservice training is concerned, because this is one of the most useful things in relation to staff development. Also if I wanted information about resources I would turn to the

advisory service. In the past I have used the primary adviser as a sounding board when dealing with difficult members of staff. I have also drawn the adviser's attention to some outstanding work done by teachers.

2 Normally, I contact the adviser by phone, and of course a visit from the adviser offers an opportunity to initiate discussion. I have never had any hesitation about asking for support.

3 The adviser has been helpful in giving advice on the handling of different kinds of problems when I took up post as headteacher. As far as curriculum development was concerned I was helped to set up in-school inservice, and the adviser also exercised influence and put members of staff on to courses which were heavily booked. This kind of co-operation and back-up is appreciated, as it helps to build up teacher confidence. It is difficult to identify areas in which the adviser might have done more, because I always got help when I asked for it.

4 The advisers, of course, make use of the school in a variety of ways eg in piloting practical work in problem solving or in working in the classroom with children. As a headteacher I have been asked to serve on working parties, undertake pilot work of various kinds, offer hospitality to overseas students and other visitors, and find pen friends for children in other countries.

5 It is difficult to give an objective view of the advisory service because I was a staff tutor. I do not see the adviser as having an inspectoral role, because I know what the job is about. I see the advisers as being closely identified with the needs of schools and as being useful to the school, because of their broad view of education, and their capacity to be helpful with resources. Of course, I am aware that the adviser has a role with the local authority, but I do not feel threatened by the adviser, because he is not a spy.

It is good if the headteacher does not hide the adviser from the staff, because it is important that teachers get to know the advisers. It seems

to me that the staff tutor service has played an important part in encouraging this kind of communication with staff in schools, and that one could say that the staff tutors have helped to humanize the advisory service.

SUMMARY OF HEADTEACHER INTERVIEW 4 - MARCH 7, 1986

There are different aspects to the adviser's job. Obviously, it is important for the adviser to have links with schools and colleges, because this kind of liaison is valuable to headteachers, and allows them access to useful contacts. In a sense, headteachers are isolated, and sometimes they need someone to talk to, in a semi-official manner, but they don't want to go as far as an EO. The adviser can fill this need, and also provide a sounding board for ideas about change. So the adviser must be available for these situation.

Sometimes it is necessary for headteachers to speak to someone who will listen, lend a sympathetic ear and show some kind of understanding. It is important that the adviser has a good strong working knowledge of the

processes within schools so that discussion can take place.

I see primary advisers as being in a different position from any other people who come to the school eg they should concern themselves with staffing, resources and curriculum development. I do not see their role as that of trouble shooters, although I know that sometimes they do this. Headteachers could find this confusing and maybe destructive of the relationships which the adviser should have with headteachers. If the adviser is involved in too many troubles this could alter the nature of the job. Nevertheless, at a personal level, in a time of difficulty I would prefer to deal with a primary adviser than with anyone else.

The idea of having a pastoral role is a good one because it allows the advisers to get to know headteachers well, and this is good if difficult situations arise. I don't see the adviser as an inspector. The HMI analyse, criticise and pass judgement. This poses a threat to teachers. The primary adviser is more of a counsellor, making constructive suggestions and giving support.

Maybe however, the advisers could do more for the schools eg in terms of influencing staffing resources to meet the needs which they observe in schools. Also the needs of schools change over a period of time, and the adviser is able to detect this and respond.

The adviser is in a position to float new ideas pertaining to the curriculum and it is important to pass on this information. Some of the best inservice courses have originated from the advisers, especially those courses with a strong practical element which cater for the needs of teachers. So maybe curriculum development is the most important aspect of the adviser's work, coupled with the ability to respond to a specific problem.

Communication with the advisory service is a two-way process, and this is a good thing. It is important that headteachers are able to establish a quick, informal contact eg by a phone call. This is all part of the pastoral idea. I see the adviser as being closely identified with the schools.

SUMMARY OF HEADTEACHER INTERVIEW 5 - MARCH 10, 1986

- 1 I have used the advisory service in a spasmodic fashion and in order to get specific advice or information sometimes I have done this by contacting my pastoral adviser who then makes the link with the appropriate person in the Service.

- 2 I have taken initiatives myself in seeking help from the adviser, and because I have already had experience as a headteacher I have not been slow to ask. I would think that recently appointed headteachers who are not so aware of the adviser's role might miss out on things, because they do not know that they should be asking for support. In the early days here I occasionally called on the adviser regarding problems, even in the management of the school.

- 3 I have been particularly grateful to the adviser for nursery education because of a response in terms of specific resources. I cannot think of an area in which the adviser could perhaps have done more for me, because I have either been able to get things or the adviser has pointed me in the right direction.

4 I have no experience of the adviser making use of this school for their own purposes.

5 I think of the advisory service as being a liaison between the school and the "office". Rightly or wrongly, the "office" seems to be remote and distant, and this view is prevalent among staff who think that the office neither knows nor cares about schools. The advisory service helps to bridge the gap, and tries to personalise a system otherwise lacking in this quality. It is a pity that the advisers are so thin on the ground.

SUMMARY OF HEADTEACHER INTERVIEW 6 - APRIL 8, 1986

1 I have used the advisory service in different ways over the years according to circumstances. I came here from being headteacher of a school in another Division where there was a tremendous amount of co-operation between the school, the college and the advisory service. At times however, this tended to become excessive, and there seemed to be no time that was not taken up with developments and experiments. Then I came to Glasgow and found that I had taken over a very traditional school,

with very traditional staff. I was informed that I also had very traditional parents who could be difficult at times. So, a combination of factors made me take a rest, before things gradually began to change. In the first 4 or 5 years here I had very little to do with advisers, and when I was approached by an adviser about changing my handwriting scheme I refused, because I had just reached an agreement with staff about our own scheme. Other happenings also contributed to my feeling of independence eg a visit 11 years ago from a recently appointed HMI who said that he had come to learn from me, and also an invitation from the then Director of Education to consider joining the advisory service, which, I refused after some consideration. Then, a new assistant head was appointed to the school, and she indicated that she was interested in developments in education and also in attending courses. About this time, I asked the primary adviser to speak to the staff about health education. This was well received. Teachers started to go on courses and they began to accept the advisory service. At the same time there were changes in the staff and this helped developments. It is a good thing if it is known

that the headteacher has had a discussion with the adviser, because it gives the headteacher a lever to encourage staff to adopt changes. It is also extremely useful for the headteacher to keep his finger on the pulse of the system through the adviser eg. the recent changes in the publication of reports on schools have made headteachers and teachers more aware of the need to know what the HMI are looking for. This is a two way exchange of course, as the adviser must also keep her finger on the pulse of the schools.

2 I have taken initiatives, in inviting the adviser to the school. There are not enough visits from the adviser. If it were possible for advisers to attend schools more frequently - say once a month - discuss things with the headteacher, and then go into the staff room and explain that the staff were free to ask questions and talk, this would be much more helpful than the present situation.

3 The advisory service has been helpful in speaking to the staff, in advising on resources, and textbooks and in discussing the arrangements for assessment. They also have at their disposal the

service of experts eg in the colleges, and they should try to provide the schools with a variety of expertise and outside support. Perhaps they should also consider the place of mandatory in-service, so that all teachers would get opportunities, and not just those teachers in schools where headteachers are interested in developments. The adviser can also help in bridging the gap between the school and the parent eg our parents association was formed last session and one of the advisers spoke to them about the curriculum. This was well received and there was a good tone at the meeting. I also think that if a teacher shows evidence of great effort and enthusiasm, and produces something out of the ordinary, that the adviser should be told.

4 The adviser, of course, needs the co-operation of schools, in order to get information, and in order to gauge the needs of teachers in relation to the planning of meetings and courses.

5 I see the adviser as a bit of everything. She must get the confidence of the headteacher, but should also be in touch with the EO. This may

cause difficulties in certain cases. The adviser's job is to keep things as smooth as possible between the two by trying to solve problems before they get to Bath Street. In fact it would be good if the adviser could try to prevent some of these problems from happening. I would hope that if I had problems with a teacher I could call on the adviser to help.

SUMMARY OF HEADTEACHER INTERVIEW 7 - APRIL 10, 1985

- 1 I use the advisory service in two ways:
 - a as a sounding board eg for ideas or for affirmation that what I am doing is correct, or to get further pointers
 - b as the organiser of inservice training.
- I also feel that the advisers should be the gatherers of thinking at divisional and at national level, putting ideas together so that people in the schools can get a picture about trends and priorities, and hear about good pieces of research. Also, in a pastoral sense, if I was having a difficult problem in any area I would rather go to the primary adviser than to the education officers because the latter are too

official. Sometimes when I am not happy about establishments which impinge upon me eg secondary school or nursery school, I would like to feel that the intervention of a third party in the person of an adviser would assist in discussion or listen to my concerns.

2 I make contact with the adviser by responding to the inservice training which is advertised. Otherwise I have had to pick up the phone and ask for things.

3 The advisory service has been helpful in a general sense regarding provision of opportunities for inservice training. At a specific level I have had help with the provision of musical instruments. I feel that meetings of small numbers of headteachers in a local area could provide a basis for the primary adviser to talk with headteachers, and give information. Secondary advisers might also get involved here to help to get initiatives off the ground, especially 10-14. Primary advisers should help with school-focussed inservice and try to meet specific needs at different stages of curriculum change within a

school. It would also be helpful to have large area meetings with the primary advisers in order to address problems common to an area and have discussion about ways to deal with these. It would be good to get more help with management strategies as well as with policy making and the curriculum. It is important to have ways of gaining access to new ideas.

4 Primary advisers need as much co-operation as they can get from the schools. They would be redundant without co-operation.

5 I see the advisers as being closely identified with "the office". They are people who take the communications from the office to the schools, but I seldom see them in the opposite role. This situation could perhaps be improved by group meetings once a month, on a voluntary basis. The role of the local authority might be to give early closures so that the schools could discuss problems, take initiatives on specific issues and thus influence policy making in "the office". This idea might be pursued after the independent review reports in the autumn. The primary

advisers seem to be put in a position sometimes when they are not as well used as they might be. Maybe EOs and others who work in the office do not have a clear cut idea of the role of the adviser, and of the kind of things which should be a priority. And so advisers often get jobs to do which are not strictly part of the role, like getting things for schools that have been burned. These duties are time consuming and EOs and others should try to avoid the dissipation of energy on activities which were never intended to be the adviser's job in the first place.

SUMMARY OF HEADTEACHER INTERVIEW 8 - APRIL 29, 1986

- 1 The only time that I have asked for help from the advisory service was when we were introducing SPMG into the school. I made contact with the appropriate adviser and arranged two meetings in which all staff were involved, along with all the staff of a neighbouring school.

- 2 We do not have regular visits from an adviser, although I feel that this would be desirable - not just for myself but for other members of staff.

In fact, I would have liked to have been able to convey the views of the staff at this interview, but there are certain difficulties at present which are related to current industrial action. Nevertheless, we have had discussions in the past when staff have expressed the view that the primary adviser should not be called in just to deal with trouble. They would like to feel that the adviser might make one visit per year, just to see how things are going, rather than being in the position of calling someone in - thus perhaps making an issue of the occasion.

3 We all feel - speaking as a headteacher for the staff - that it would be desirable to have more area based inservice training. Sometimes this has been done - using one school as a base, and focussing on specific issues or on the needs of certain stages. This would allow all schools in the area to attend and would have the added advantage of giving teachers opportunities to get to know staff in neighbouring schools.

We do not have a close relationship with the primary adviser who is only in the school when directed to visit for specific reasons - there

have been six occasions since 1974. It could be said that we might ask for visits, but we have not done this. We are always busy and of course the primary adviser also has a big remit.

4 Advisers need the schools in order to pilot new developments and to monitor them. They also need to keep in touch with the classroom situation and with what is going on in schools.

5 I know the roles I would like to see for the adviser. It should be a liaison role between the office and the schools, and also the other way round. It should be a communicating role as well. I would like to feel that the primary advisers have an opportunity to get to know people before they are promoted. It would be good if courses could be arranged in the summer holidays. This would allow teachers to attend management courses in their own time, and it would allow advisers to have first hand knowledge of course members. At the moment it seems to us that primary advisers are closely associated with a few schools - maybe for good enough reasons - and it seems to us, that the teachers in these schools become known, are

selected for interviews, and subsequently gain promotion.

INTERVIEW WITH MR GEORGE PATON - MARCH 22, 1984

Mr Paton's views were invited on a number of issues:

- 1 the nature of involvement by Primary Advisory Service in COPE
 - 2 some perception of their contribution
 - 3 the development of the Advisory Service
-

SUMMARY INTERVIEW 1

- 1 I take the view that COPE worked hard at trying to involve a variety of people, and made use of the widening pool from which representation can be drawn. To this end nominations for COPE were received from groups which represented a wide range of educational interests, including the SED, Colleges of Education, Regional Authorities, the EIS and the Association of Educational Advisers in Scotland. Certain limiting factors prevailed of course in the selection of members, because of prior agreements about the final composition of

the Committee, for example, advisers and Directors would be seen as representing the same interests, and there was always a need to preserve a majority of serving teachers. Within these constraints however I felt that advisers were well represented and had made a significant contribution to the recent COPE discussion paper.

- 2 Within the committee a relaxed pattern of communication prevailed and each group accepted the need to co-operate with the other. I felt that advisers were able to retain their identity with the world of school and at the same time take a broad view of education. They seemed to have a place at the liberal edge of the real teacher, and their contributions were characterised by a hopeful, innovative quality. They also fitted in well with the purposes of COPE because, in common with COPE, advisers were trying to get things to move, and were accustomed to using persuasive methods. It was evident too that they had access to the kind of knowledge which keeps things moving along in the sense that they had influence with the authorities and wide contacts within the colleges and schools. This kind of facilitating

role proved to be an effective mechanism within the committee.

The advisers on the committee always showed a readiness to contribute to discussions, and made both oral and written submissions. Their influence was particularly evident in the discussions relating to the issues of openness and parental involvement. These were ones which split the committee and caused the headteacher members considerable anxiety, but the advisers were able to persuade them that these ideas were of central importance to education in the eighties. It was clear that the advisers exercised some degree of authority within the committee although it was personal authority rather than the kind which is related to a position.

- 3 I feel that the advisory service has grown in size and has developed in status over the past 20 years. It is now seen as a useful service and one which has a significant contribution to make to education.

STRATHCLYDE REGIONAL COUNCIL: DEPARTMENT OF EDUCATION

THE ADVISORY SERVICE

REPORT BY DIRECTOR

It will be recalled that a report on the advisory service was continued by the education committee on 9 April at the request of the director of education to enable consultations to take place with the advisers and representatives of their professional associations. In the light of these consultations, the director has been prepared to accept several significant amendments to his original report and the report which follows is acceptable to him, to the advisers and to the joint consultative committee.

PRESENT ESTABLISHMENT

Details of the present establishment are given in appendix 1. It should be noted that the total strength includes teachers on secondment and officers who are not advisers but are paid on advisers' salary scales.

FUNCTIONS OF ADVISERS

While the functions of advisers differ slightly from one area to another, they normally include the following:-

- i. advice to schools and to the director of education in all matters relating to their field;
- ii. in-service training of teachers;
- iii. promotion of curriculum development in their own subject through in-service training, formation of working parties, participation in the creation and development of resource centres etc;
- iv. assistance with recruitment and placement of teachers within the framework of an overall policy determined by the education authority;
- v. advice to the director of education on staffing matters;
- vi. assistance with monitoring of requisitions and with the provision and control of specialised equipment and furniture;
- vii. assistance with the planning of new schools, preparation of architects' briefs etc;
- viii. arrangement of courses, festivals, competitions etc for pupils.

The quality of the education service depends to a significant extent on the performance of these functions by qualified and experienced officers. It is recommended that the above functions should continue to be the province of advisers.

Every adviser should be responsible to the education officer in his division who has been allocated the function of co-ordinating the work of advisers.

DESIGNATIONS

The advisers themselves and the joint consultative committee are most anxious to retain the designation "advisers" and this is recommended.

FUTURE ESTABLISHMENT

No increase in the service is recommended. Some rationalisation is necessary to ensure that all parts of the region receive the benefits of the service.

It is recommended that advisers in the Renfrew division should be asked to assume responsibility for those subjects in the Argyll and Bute division for which the latter has no advisers.

The recommended future establishment is summarised in appendix 2.

The main responsibility for advisory work in the field of primary education and nursery education should rest with advisers in primary education and/or nursery education who should use the secondary advisers as consultants where specialist knowledge is essential. Every division should have a team of advisers in primary education at least one of whom should have special responsibility for early education including nursery schools and classes.

POSITION OF ASSISTANT ADVISERS

No assistant advisers should be appointed in the future: the present assistant advisers in Glasgow should have their posts confirmed and should receive sympathetic consideration if they apply for vacant posts as advisers.

REDEPLOYMENT

The posts of museums education officer in Glasgow, organiser of Dundas Vale Teachers' Centre, adviser in curriculum development in Dunbarton, advisers in audio visual aids in Ayr, Glasgow and Lanark and the ETV producers in Glasgow should not be included in the future advisory service although the present incumbents should be allowed to retain their present designations and salary scales. When these posts fall vacant in the future, the designations and salary scales pertaining to them should be discussed with the director of manpower services.

The post of adviser in secondary education in Glasgow should be discontinued and the present incumbent appointed to a post as adviser in mathematics in Glasgow.

PROCEDURE

In the light of the consultations which have taken place it is recommended that the present advisers be confirmed in their present posts and the future establishment achieved through natural vacancies. The director of education should have discretion to advertise, interview for and fill vacancies in accordance with the agreed procedure for posts below third tier level with a view to achieving an equitable distribution of advisers throughout the region as soon as possible.

SALARIES AND CONDITIONS OF SERVICE

The advisers are quite adamant that they wish to remain on the salary scales prescribed for them in the Scottish Teachers' Salaries Memorandum and this is recommended.

advisers receive a responsibility payment based on the population of the area in which they serve. Since advisers will be deployed on a divisional basis, the responsibility payment should be based on the population in their division and not on the population of the region. Where the adviser is required to serve in two divisions, the responsibility payment should be based on the population of the two divisions.

With the exception of advisers in Dunbarton and Argyll, advisers have local government conditions of service and it is recommended that this become uniform throughout the region.

APPENDIX 1

PRESENT ESTABLISHMENT OF ADVISERS

SUBJECT	ARGYLL	AYR	DUNBARTON	GLASGOW	LANARK	PERNEREW	TOTAL
	1	1	1	1 + 1	1	1	6 + 1
Visual Aids		1		1			3
Business Studies		1	1	1 + 1	1	1	5 + 1
Computers				1	1	1	3
Curriculum Development			1				1
English		1	1	2	1	1	6
Geography				1	1		2
History		1		1	1		3
Home Economics				1	1		2
Mathematics		1	1	1 + 1	1	2	6 + 1
Physics		1	1	1 + 1	1	1	5 + 1
Foreign Languages		1	1	1	1	1	5
Religious Studies				1			1
Art	1	2	1	1 + 1	1	2	8 + 1
Physical Education		1	1	1 + 1			3 + 1
Music Education				1			1
Special Education	1	2	1	1 + 2	2	3	10 + 2
Physical Education	3	2	2	4	2	4	17
Special Education			1	1	1	1	4
Physical Education				1			1
Physical Education		1	1	2	1	1	6
Physical Education		1				2	3
Physical Education				1 + 1	1		2 + 1
Physical Education and Drama				1			1
Physical Education		1	1	1 + 1	1	2	6 + 1
TOTALS	6	18	15	28 + 10	20	23	110 + 10

APPENDIX 2

FUTURE ESTABLISHMENT OF ADVISERS

SUBJECT	AYR	DUNBARTON	GLASGOW	LANARK	ARGYLL	RENFREW	TOTALS
	1	1	2	1	1	1	7
Studies	1	1	1	1	1		5
	$\frac{1}{2}$	$\frac{1}{2}$	1	$\frac{1}{2}$	$\frac{1}{2}$		3
	1	1	2	1	1		6
y/Hist/Mod Studies	2	1	3	2	2		10
	$\frac{1}{2}$	$\frac{1}{2}$	1	$\frac{1}{2}$	$\frac{1}{2}$		3
conomics	1	1	2	1	1		6
ics	1	1	2	1	1		6
anguages	1	1	1	1	1		5
	1	1	2	1	1	1	7
Education Education	2	1	3	2	1	2	11
Education Education	4	3	9	5	3	4	28
Education	1	1	1	1	1		5
	1	1	2	1	1		6
Education	1	1	2	1	1		6
and Drama			1				1
Education	1	1	2	1	1		6
TOTALS	20	17	37	21	26		121

APPENDIX 3

NUMBERS OF PUPILS IN REGION BY DIVISION

DIVISION	PRIMARY	SECONDARY	SPECIAL	NURSERY	TOTAL
Argyll	7,261	4,464	74	-	11,799
Ayr	48,816	28,994	756	1,356	79,922
Dunbarton	40,814	24,077	517	722	65,130
Glasgow	108,080	69,530	4,084	5,089	186,783
Lanark	65,081	42,488	903	732	109,204
Renfrew	46,051	30,650	869	911	78,481
TOTAL	316,103	200,203	7,203	8,810	532,319

THE ADVISORY AND RELATED SUPPORT SERVICES

Report by Director

HISTORICAL

Curricular change, new teaching techniques, more sophisticated equipment and major changes in the needs and expectations of society have all played a significant part in the evolution of the education service over the last 10 years. During this period, the advisory service has grown from a few practical subject organisers to a team of officers providing specialisms covering most aspects of the work of schools.

The duties of advisers are based on the premise that they have an intimate understanding of the policies of the authority, a knowledge of the schools in their area and their staff, a full understanding of the curriculum and an expertise in teaching methods. In recent years, it has been expected of advisers that they keep in contact with general educational developments further to their own discipline.

Their work in schools is concerned with diagnosing problems related to teaching techniques, with the selection of suitable resources, with the planning of and participation in relevant in-service training and with the spreading of good practice throughout their geographical area of responsibility. Equally, they provide advice to the authority on strategies for implementing the policies of the committee, help with the design of new curricular initiatives and assist with administrative tasks relating to teacher staffing, building and supplies matters.

In the primary and nursery sectors, advisers must be conversant with the whole school curriculum; secondary advisers are normally subject specialists who not only provide assistance in secondary schools but as time allows, offer specialist help to teachers in primary and special schools. A few secondary advisers have responsibility for whole school policies such as guidance and use of audio-visual aids.

In the past few years as subject boundaries have extended and in some cases overlapped with others, or as the new technology has made its impact, additional support services have had to be introduced. In 1978, a timetabling unit was established to ensure that schools made the most economic use of staff and accommodation resources and in 1982 a computing support service was approved. In both cases, most of the posts created were different in nature from those of advisers. These new posts were filled in the main by teachers on short term secondment, the aim being to maintain a fresh and relevant approach over the years.

The introduction of flexibility factor and Circular 991 teachers has in addition allowed the development of the concept of the staff tutor. Tutors are practising teachers seconded for short periods, usually 2 years, who concentrate their efforts on in-service training, bringing a regular injection of enthusiasm, new ideas and currently valid classroom experience to their work.

The advisory and related support services are therefore a mixture of permanent and seconded staff who through their individual expertise and skills provide schools with the necessary support to change their curriculum and methods in response to a changing society.

Appendix A outlines the present establishment of advisers, timetablers, tutors etc. This does not include tutors appointed through the Circular 991 scheme to work with teachers in schools serving APTs.

THE NEED FOR CHANGE

There is no dispute that the education service presently exists in the context of rapid change. On the one hand, schools are faced with all the problems associated with reducing school rolls, reductions in local government finance and few employment prospects for their school leavers; on the other hand, there are greater demands on them for curriculum reform at all stages of the school, for new assessment techniques and for the introduction of computers and associated equipment into classrooms. Maximum effort must be given to providing adequate support to teachers who see themselves faced with an increasing demand for new courses with few additional resources to assist them.

If the education service is to respond effectively to all the competent changes which arise year by year, it must have an advisory and related support service structure which is flexible in its composition and in its role and not constrained by its members having rigid job remits based solely on their subject disciplines rather than their professional qualifications as a whole. New appointments to the advisory service should be on the understanding that part of the job remit will include professional work outwith the appointees' subject discipline. Existing advisers should likewise be invited to assume wider remits than in the past.

Advisers have a role to play not only in promoting curricular development and training within their own subject disciplines and related cross curricular initiatives but also in monitoring all aspects of educational provision to ensure that the highest standards are maintained.

It is also essential to have a balance between advisers on permanent contracts who will provide a continuity and width of experience and tutors on secondment who can be brought in to assist with specific new developments bringing fresh ideas arising from their own classroom experience.

The tutor concept not only ensures a supply of well-qualified in-service trainers to be continuously available, but also allows the appointment, on a short term basis, of knowledgeable teachers, often assistant head teachers or principal teachers, who can assist with developments in areas to which no advisers are assigned. These appointments also ensure that new initiatives can be adequately covered without constant revision of the establishment of this part of the education service.

It is equally important to have a form of establishment which is self-regulating. As school rolls change at varying rates in different divisions, it is important that the advisory and related services in each division are kept in balance. An advisory establishment was determined by the education committee in 1975 and a number of posts which have become vacant each year have not been filled as part of general economy measures. It would be more helpful if the Committee would now agree a roll-related establishment which by its nature adjusts itself automatically in the years ahead as population changes take place.

the proposals which follow are designed to meet these objectives.

PROPOSALS

The advisory and related support services should in future have two components:

- (a) advisers on permanent contracts paid in accordance with the relevant paragraphs of the Teachers Salaries Memorandum and, for all new appointments, conditions of service equivalent to those for APT & C staff,
- (b) tutors, seconded from their present posts in schools for periods normally of 2 years, and paid at their existing salary level and on teachers conditions of service.

There should be for each division an establishment of advisers and tutors which is roll related. This could be in the following form:

- (a) A nursery and primary advisory team, the size of which is related to the nursery and primary school population of the division [Appendix B(1)].
- (b) A special educational needs adviser for all divisions except Argyll and Bute which shall be served by the Renfrew adviser.
- (c) A core of 13 secondary advisers for all divisions, except Argyll and Bute, covering the following disciplines:-

Art, Business Studies, English, Guidance, Home Economics, Mathematics, Modern Languages, Music, Physical Education, Religious Education, Science, Social Subjects and Technical Education.

This to be supplemented by additional advisory posts, the number of which be related to the secondary pupil roll [Appendix B(2)]. These additional posts could be used to appoint advisers in minority subjects, to provide a second adviser in a major subject area or to cover interdisciplinary subject developments.

- (d) A tutor establishment for the division related to the school population in the division [Appendix (3)]. The existing timetablers and computer tutors should be subsumed into the establishment.

In Argyll and Bute division there would be an advisory establishment comprising 2 nursery/primary advisers and 3 secondary advisers in Art, Music and Physical Education. Other secondary disciplines and special education would be covered as at present by the appropriate advisers in Renfrew division.

In each division one member of the primary team and one member of the secondary team, with the exception of Argyll and Bute division in this latter case, should be nominated as Senior Primary Adviser and as Senior Secondary Adviser respectively. These advisers would in future, as part of their duties, become responsible for co-ordinating special curricular initiatives and supervising the work of tutors in the various fields where there is no specialist adviser. In recognition of this additional responsibility a case should be made to the SJNCTSSE for a further enhancement of salary equivalent to 5% for the Senior Primary Adviser and 10% for the Senior Secondary Adviser of their existing salaries.

Co-ordination of curricular developments - national and regional - is the responsibility of HQ staff. This may take the form of an investigation, a detailed study or collaborative research across divisions. The duration of such work varies depending on the nature of the proposal or policy to be implemented. It is therefore proposed that there should be 4 posts available for headquarters use (at present 3) and that these should be on a secondment basis. This will allow for these members of staff to return to their former (or equivalent) posts once their tasks are completed, thereby creating further vacancies to cover whatever new developments are appropriate at that time.

The opportunity as at present to appoint additional tutors through the Circular 991 scheme to work with teachers in schools serving APTs should still exist.

Advisers should in future be expected to undertake professional work in addition to that specifically related to their subject discipline.

The following table compares the proposed roll-related advisory and tutor establishment as it would operate in 1983/84 and existing advisory and tutor complements based on the present budgetary provision.

(Existing complement in brackets)

		ADVISERS					TUTORS
		Nursery/Primary	Special Educational Needs	Secondary			
				basic	flexibility		
	Proposed (Existing)	3 (4)	1 (1)	13 (15)	2 -	5 (6.5)	
BARTON	Proposed (Existing)	3 (3)	1 (1)	13 (13)	2 -	4 (4)	
SGOW	Proposed (Existing)	5 (6)	1 (1)	13 (21)	4 -	8 (2)	
ARK	Proposed (Existing)	4 (5)	1 (1)	13 (17)	3 -	7 (2)	
PREW	Proposed (Existing)	3 (4)	1 (1)	13* (15)*	2* -	5 (5)	
ALL & B	Proposed (Existing)	2 (3)	- -	3 (3)	- -	1 (2)	
W- TTERS	Proposed (Existing)	- -	- -	- -	- -	4 (3)	
ALL:		20 (25)	5 (5)	68 (84)	13 -	34 (24.5)	

Including those shared with Argyll & Bute.

COSTS

The total package outlined above has been designed to provide a comprehensive service which can be contained within the current budget. Appendix C indicates the present costs of this service and the costs of the proposed development.

IMPLEMENTATION

To keep within budgetary provision and to prevent the need for redundancy, changes to achieve the new establishment would have to be phased as posts fall vacant. It is therefore recommended that the Director of Education be given authority to implement the structure outlined above as and when opportunity occurs to make changes.

RECOMMENDATION

The Education Committee are at this stage asked to note the contents of this report and to approve its circulation to

- (a) Divisional Education Officers for discussion with advisers and tutors and
- (b) the J.C.C. for their views.

Thereafter a further report will be submitted to Committee summarising the views expressed by those consulted and providing recommendations for action.

Education

GH/IG

11 February 1983

PRESENT COMPLEMENT

) PRESENT ADVISORY COMPLEMENT (Preliminary Budget for 1983/84)

	AYR	D'BARTON	GLASGOW	LANARK	RENFREW	ARGYLL & BUTE	TOTAL
Primary/Primary	4	3	6	5	4	3	25
Special	1	1	1	1		1	5
Secondary	15	13	21	17	4	11 3	84
TOTAL	20	17	28	23		26	114

e: Argyll & Bute and Renfrew Divisions share a number of advisers.

) PRESENT STAFF TUTOR COMPLEMENT

(Note: This does not include tutors financed through Circular 991 or Urban Aid)

	AYR	D'BARTON	GLASGOW	LANARK	RENFREW	ARGYLL & BUTE	TOTAL
Primary	0.5	-	-	-	-	-	0.5
Secondary	2	2	-	-	3	-	7
Instructors (Registered Teachers)	2	-	-	-	-	-	2
TOTAL	4.5	2	-	-	3		9.5

c) ADDITIONAL SUPPORT SERVICE COMPLEMENT

	HQ	AYR	D'BARTON	GLASGOW	LANARK	RENFREW	ARGYLL & BUTE	TOTAL
Establishers	2	1	1	1	1	1	1	8
Computing Officers	1	1	1	1	1	1	1	7
TOTAL	3	2	2	2	2	2	2	15

PROPOSED RELATION OF ESTABLISHMENTS TO PUPIL ROLLS

1) DIVISIONAL ESTABLISHMENT OF NURSERY/PRIMARY ADVISERS

No of nursery/primary pupils	No of nursery/primary advisers
less than 30,000	2
30,001 - 45,000	3
45,001 - 60,000	4
60,001 +	5

2) DIVISIONAL ESTABLISHMENT OF SECONDARY ADVISERS

No of secondary pupils	No of secondary advisers	
	basic for core	flexibility
Less than 20,000	13	1
20,001 - 35,000	13	2
35,001 - 50,000	13	3
50,001 +	13	4

3) DIVISIONAL ESTABLISHMENT OF TUTORS

Total No of pupils	No of staff tutors
less than - 15,000	2
15,001 - 30,000	2
30,001 - 45,000	3
45,001 - 60,000	4
60,001 - 75,000	5
75,001 - 90,000	6
90,001 - 105,000	7
105,001 +	8

COST COMPARISON OF PRESENT AND PROPOSED DEPLOYMENT
 (including superannuation and national insurance)

	<u>Budget (1983/84</u> (at Nov 82 price base)	<u>Proposed costs</u> (at Nov 82 Price base)
Advisers	£1,847,600	£1,723,800
Staff Tutors (including timetablers and computing tutors)	£ 335,200	£ 452,600
	_____	_____
	<u>£2,182,800</u>	<u>£2,176,400</u>

Location
 E/DM/IG
 February 1983

THE ROLE OF THE ADVISER IN PRIMARY EDUCATION
IN GRAMPIAN REGION

- 1.1 In Grampian Region there are ten Advisers in Primary Education who work with and to the Depute Director of Education (Schools) and the Assistant Director of Education (Primary) in the planning of the overall strategy for the implementation of the Region's policies with regard to education in the Primary Schools (including Nursery and Infant Schools).
- 1.2 The remit of the Primary Advisory Service is Regional. Within the team of ten Advisers, smaller teams are formed at Divisional level and from time to time other teams are set up for specific purposes.
- 1.3 At the present time four Advisers cover schools in the Aberdeen and Kincardine/Deeside Divisions, two in Gordon Division, two in Banff/Buchan Division and two in Moray Division.
- 1.4 The Adviser should make a unique contribution to Primary Education through improving the quality of life in the schools and hence the care of the children. Quality of life is expressed in such things as attitudes, curriculum, resources, buildings, furnishings and management of personnel. A well organised Advisory Service should help to give continuity to management of education and offset the effect of changes in personnel.
- 1.5 For this to happen Advisers have to be seen, first and foremost, as members of a Regional team, which includes all adults with responsibility for what happens to the children in Primary Schools. Within this concept of an overall team there will be many permutations, for a variety of purposes, integral to the central philosophy and strategy. If there is understanding and acceptance of the role of all individuals concerned, there will be successful implementation.
- 1.6 Advisers are individuals with different strengths and approaches and this will be apparent in their day to day work in schools. This will complement their work as a team, reinforcing its functions and influences. The role of the Adviser as it is defined, and its functions, are seen in this context. It is only within a structure of mutually understood expectations that an Adviser can make the necessary evaluation on which the proffered advice is based.
- 1.7 The wide scope of their role enables Advisers to accumulate a range of experience, both in and outwith schools, that is available to few others in the educational system.
- 1.8 This means that they
 - a) play a key role in the formulation of the Education Authority's policies and support the development of these policies in schools
 - b)/

- b) direct the field work in implementing curricular guidelines
- c) provide leadership in curriculum and innovatory development
- d) make a unique contribution to National and Regional committees and working parties.

With regard to a) and b) it should be stressed that the Director, Divisional Education Officers and Advisers work as a team in the formulation of Authority's policies and implementation of curricular guidelines.

2. Specific Duties

- 2.1 The Advisory Team provides advice to the Directorate on the policy and practice of Primary Education in Grampian Region. Since such advice relates to the whole spectrum of current educational thinking and curricular development and resources, it follows that individual Advisers will have specific expertise within different areas. They will be able to contribute this expertise both as individuals and as members of the Advisory Team.
- 2.2 The Adviser visits schools with the authority of the Director of Education. Visits may have any of the following purposes:
 - (i) to become aware of and to influence the ethos and atmosphere of each school
 - (ii) to become aware of and to influence the learning and teaching situations within each school.
 - (iii) to identify needs for In-Service
 - (iv) to be able to keep the Directorate informed with regard to schools and to respond to requests for reports
 - (v) to encourage good relationships among all members of staff
 - (vi) to advise and assist all teaching staff in developing their professional expertise
 - (vii) to advise and assist Head Teachers:
 - a) in establishing effective systems of communication
 - b) in instituting and maintaining good management of staff, curriculum and resources
 - c) in keeping all members of staff abreast of current educational thinking
 - d) in the training of Assistant Head Teachers
 - e) in establishing a scheme of staff development, including arrangements for the supervision of Probationer Teachers
 - f)/

- f) in promoting good home/school/community relationships.

2.3 Advisers must keep abreast of National developments and communicate the implications of these to the Directorate, colleagues and schools.

2.4 It is incumbent on Advisers to raise issues, both general and particular, for debate within the education service, and, when necessary, to initiate development and to implement policies.

2.5 Advisers have a vital role to play in In-Service at every level.

This involves:

- (i) assisting schools and individuals to identify and meet their own particular needs
- (ii) assessing specific needs of different categories of schools (e.g. single and two teacher schools, Nursery Schools, schools without Assistant Head Teachers) at local and Divisional level
- (iii) contributing to School-Based In-Service
- (iv) planning and organising Divisional In-Service within the Regional framework
- (v) conducting In-Service either at Divisional or Regional level
- (vi) participating in and contributing to In-Service at national level.

2.6 Advice is given to the Directorate with regard to school buildings and resources and there is liaison with representatives of all the relevant agencies. Such advice includes the drawing up of Furniture and Equipment Schedules for new buildings.

2.7 Advisers will also communicate with:

- (i) such education bodies as Secondary Schools, Special Education Units, Colleges of Education, the Scottish Curriculum Development Service and the Inspectorate
- (ii) other agents in the wider community, such as parents, psychologists, health workers, community workers, social workers and pre-school group leaders
- (iii) Subject Specialist Advisers with responsibility for Primary and Secondary Education and Subject Advisers in Secondary Education to ensure consistency of provision and policy throughout the Region
- (iv) the Schools Resources Service, Schools' Library Service and Purchasing Department
- (v) Units such as G.E.M. and the Field Study Centres.

- 2.8 Advisers assist in ensuring that there is continuity of education from Pre-School to Primary and from Primary to Secondary.
- 2.9 Advisers, when required, oversee the education of children being taught at home.

22nd May, 1984
RD/EK

ADVISORY SERVICE DIVISION

PURPOSE

To assist all schools in the Region to provide an education which enables each child to have the opportunity to develop his or her potential ability through the skills, knowledge and attitudes required to play a full part in the life of the community by:

- (a) Advising the Director of Education on matters relating to educational principle and practice.
- (b) Advising promoted and other staff on the most appropriate methods, material and organisation.
- (c) Providing in-service education which will encourage professional growth and
- (d) Providing resources which support development.

FUNCTIONS OF ADVISERS

1 . Educational Development

- (a) The preparation and promulgation of guidance and advice on the content and methods of teaching, on a person-to-person basis and in in-service training courses.
- (b) Liaison with Head Teachers and their staff on matters relating to educational development.
- (c) Assisting with the organisation of study groups, working parties and panels of teachers on curricular problems, innovations, and teaching techniques.
- (d) Liaison with other agencies concerned with educational development, eg Her Majesty's Inspectors, Colleges of Education, University departments, Scottish Certificate of Education Examinatiⁿ Board, national curriculum development centres.

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RELATIONS WITH SCHOOLS

1 Head Teachers

The Adviser visits a school to make available the resources of the Advisory Service. He will normally discuss with the Head Teacher the purpose of his visit. His advice on his subject specialism and general educational matters is available to the Head Teacher, but the management of the school is, of course, the responsibility of the Head Teacher.

The Adviser may in the course of his visits have occasion, at the Head Teacher's invitation, to consult closely with the deputies and/or Assistant Head Teachers.

2 Principal Teachers

The Adviser may discuss the curricular management of a department with the Principal Teacher and offer guidance and advice. The implementation of such guidance and advice will always be subject to the judgement of the Head Teacher and the head of the department concerned.

3 Teachers

In the course of his visit an Adviser may with the agreement of the Head Teacher and/or the Principal Teacher visit classes to discuss appropriate educational matters with teachers. It is not the purpose of the Adviser to inspect the work of teachers or pupils, but he may comment or report on work if invited to do so by the Head Teacher with the full understanding and agreement of those concerned.

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Dean Education Centre
Belford Road
Edinburgh EH4 3DS

2 Staffing

- (f) Educational advice relating to Further Education, Informal Further Education, Community Education etc.
- (g) Educational advice and guidance to the public by means of talks to Parent Teacher Associations and other associations.

2 Staffing

- (a) Advice and assistance to the Director and Head Teachers in the processes of recruitment of teaching staff.
- (b) Advice and assistance to the Director and Head Teachers on promotion procedures and personnel selection.
- (c) Advice to the Director on the effective deployment of staff to schools.
- (d) Advice to the Director and Head Teachers on the management of teaching and non-teaching staff in schools.

3 Educational Building and Supplies

- (a) Assistance with the preparation of architects' briefs for respective subject suites etc for new schools and adaptations.
- (b) Advice on the design, layout and furnishing of specialist accommodation.
- (c) Assistance with the selection, purchasing and distribution of special equipment and material for use in schools.
- (d) The design, management and furnishing of centres for teacher education etc.

4 Miscellaneous

- (a) Organisation of conferences, exhibitions etc.
- (b) Meeting and escorting visitors from overseas and other authorities.
- (c) Organisation of regional examinations and projects.
- (d) Organisation of courses for pupils outwith the schools, eg on Outdoor Education, Environmental Education, Theatre Arts, Museum Education.

JOB DESCRIPTION

ADVISER

The adviser has a duty to promote and evaluate curriculum development and staff training throughout the division both within his/her own sector, subject discipline or other sphere of responsibility and in related curricular initiatives, and thereby seek to ensure that the highest standards of learning and teaching are maintained. The high quality of advice and support which he/she can provide both to schools and to the divisional education officer is crucial to achieving the goal of a well-resourced and well-motivated teaching force.

The adviser is an officer of the local authority answerable to the divisional education officer. He/she should have first hand knowledge of developments in the content and methodology of his/her own particular curricular area and all relevant cross-curricular initiatives. By being thoroughly familiar with all aspects of regional education policy and presenting him/herself as an agent of the divisional education officer, the adviser should be in a position to:

- (a) advise the divisional education officer, as required, of educational developments within individual schools and more generally in his/her curricular area and across the curriculum.
- (b) advise school staff, including head teachers, on all aspects of educational development within his/her area of responsibility and, on the request of the divisional education officer, in related curricular areas.
- (c) develop a perspective of education which transcends traditional subjects/sector boundaries through appropriate collaboration with colleagues in other sectors and in cross-curricular and multi-disciplinary developments.
- (d) keep abreast of developments in content and methodology related to his/her own sphere both regionally and nationally, promoting the controlled introduction of proven developments and evaluating promising innovative local pilot projects.
- (e) co-ordinate the production of appropriate teacher and teaching materials and identify the subject-related resource needs of schools
- (f) be able to contribute to staff development programmes at all levels in the appropriate sector of education
- (g) be involved in the initiation, development, organisation and delivery of in-service training courses and ensure that such courses meet the needs of staff and pupils through direct personal contact in schools
- (h) liaise with external agencies as approved by the divisional education officer and within regional guidelines
- (i) advise the divisional education officer and his senior staff on aspects of the/....

/future development of educational provision and on trends within his/her own field or in any area as directed by the divisional education officer.

- (j) as required by the divisional education officer, advise on and where appropriate participate in, the recruitment and promotion of staff, the provision of supplies, and the design and furnishing of accommodation for schools within the division; and
- (k) undertake such other duties as may be prescribed by the director of education or divisional education officer.

An adviser is paid according to the Scottish Teachers' Salaries Memorandum and is employed on conditions of service equivalent to those of APT&C members of staff.

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