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"... a separated tribe ..."

Guidance - the Scottish approach. An analysis of policy and practice at national, regional and school level.

Volume One (of three volumes)

by

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being a thesis submitted for  
the Degree of  
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## SUMMARY

The broad aim of the research is to undertake a comprehensive analysis and critical appraisal of policy and practice in guidance between 1965 and 1986 at national level, at regional level and at school level in Scotland.

At national level, how a concept of guidance has been evolved and enunciated; how this has been expressed in terms of structure and organisation; time and training; and how this has been supported by individuals and institutions with national responsibilities are examined and analysed.

At regional level, how national statements have been interpreted; how regional policies have been developed and how these differ across Scotland are considered.

At school level, how policy and practice has developed - the roles of senior management; promoted guidance staff and subject teachers; relationships with parents; deployment of resources in terms of staffing, training and time; and variations in practice across Scotland are analysed.

Although there has been a considerable investment of public resources in guidance systems in Scottish schools in the past two decades, there is no great body of critical work on the approach to guidance in Scottish schools. Earlier research studies and secondary sources are discussed and analysed but the major part of the research is



based on primary sources - reports, committee papers and a vast accumulation of material relating to guidance in Scottish schools previously uncollated and little used in any of the existing studies of guidance. Authorisation was granted to have access to and to make use of the background papers of the Scottish Central Committee on Guidance 1981-5. Regional working party reports (where these existed) were obtained from each education authority in Scotland. At school level so great was the raw material gathered that key questions were identified and examined through the available data.

The title of the research is drawn from a comment in a response to the interim report of the Scottish Central Committee on Guidance published in 1983. It sums up a more generally expressed feeling that the separation of the guidance function in schools has not been beneficial to the interest of either staff in guidance posts or the pupils and parents that they serve.

It is argued through the evidence that national statements on guidance have provided an inadequate framework for an effective national guidance provision. There were particular weaknesses in the areas of identification of staff with the particular qualities for guidance work; the training that such staff would require and the time allowance that would be needed to undertake specialist responsibilities. The roles of the Scottish Education Department; the Consultative Committee on the Curriculum; Her Majesty's Inspectorate; the colleges of education, the central institutions

and university education departments in relation to support and development for guidance are analysed.

At regional level it is argued that much of the guidance policy-making that has been undertaken in the 1970's and early 1980's arose from the need to fill the vacuum caused by lack of national policy making in guidance. Thus education authorities in different parts of Scotland have attempted their own definition of the role of guidance staff, the time requirements for guidance work and the most appropriate levels of training. If the task of definition and clarification of the function of guidance ought to have been undertaken at national level there are other areas where it is argued regional policy could have been more fully developed. Those areas include criteria and procedures for the appointment of staff to guidance posts; general oversight of the quality of provision that is offered by schools including studies and surveys of school practice and policies on staff development, including access to appropriate in-service training.

At school level these key issues, identified in the course of the research are explored:-

- (i) to what extent and in what ways have national statements shaped school policies and practice in guidance particularly in the three broad divisions of personal, curricular and vocational guidance?

(ii) what evidence is there that guidance staff have accepted or been allowed to take on the broader rules in formulating school policies or curriculum, discipline and home/school relationships'.

(iii) in view of the consistent emphasis at national level on guidance as a whole-school function; what evidence is there of structured approaches to involving other teachers in guidance work in a systematic way?

In analysing the evidence on school practice rather negative conclusions are drawn. Had the purpose of the research exercise been to examine guidance in practice in one or two schools, much more that was positive deriving from the ways in which individual guidance teachers worked with other colleagues for the benefit of pupils could have been expected to emerge. As a much broader survey examining the interaction between national policy, regional interpretation of that policy and a sweep of school practice, the positive achievements of individuals are obscured. For ultimately the weakness in the Scottish approach to guidance is seen not to lie in the work of individual teachers but in the national framework of guidance that has been created and maintained and generally unquestioned since the 1960's. However there is evidence of new growth in some recent developments. Whereas whole-school approaches to guidance that delegate guidance responsibilities

to teachers as a bureaucratic convenience or as a means of freeing promoted guidance staff from the more mundane aspects of their role have met considerable resistance, there is considerable evidence also that among teachers there is a willingness to undertake a genuinely pastoral role. As school rolls fall the idea of the school as a caring community will assume renewed meaning. When, because of its size, all members of the school community, teachers, non-teaching staff and pupils are known to each other, it may no longer be sufficient to justify separate guidance posts in the same manner as at present to ensure that each pupil is known as an individual.

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## I N T R O D U C T I O N

This research exercise spans more than two decades between 1965 and 1986. 1965 was a year of considerable significance in the history of education in Scotland with the issue by the Secretary of State for Scotland of circular 600<sup>1</sup> which required education authorities to prepare and to submit proposals for the reorganisation of secondary education on comprehensive lines. It was an earlier circular of that same year, however, that marks the origins of the guidance system in Scotland. Circular 584<sup>2</sup> drew the attention of all education authorities in Scotland to the possibility of creating a new range of promoted posts in Secondary Schools to meet changing needs. In effect, this was central government endorsement of initiatives taken in 1962 and 1963 by three education authorities - Dundee, Edinburgh and Glasgow. In these authorities in a few secondary schools (mainly newly opened, purpose built comprehensives) posts of special responsibility described as housemaster/housemistress had been established. Thus, although the first formal S.E.D. statement on guidance - the "Orange Paper"<sup>3</sup> as it is commonly termed - was issued in 1968 and the nationally established structure of promoted posts in guidance laid down in circular 826<sup>4</sup> in 1972, the origins of a national guidance system in Scotland are in decisions taken within S.E.D. in 1965.

1986 is also a year of considerable significance for guidance in Scottish schools. For the first time in these two decades a national statement on guidance written outwith the civil service and H.M. Inspectorate has been published. "More than feelings of concern ...."<sup>5</sup> - the final report of the first Scottish Central Committee on Guidance was issued in January 1986 by the Consultative



Committee on the Curriculum as a position paper. While acknowledging existing good practice in many areas, the report makes recommendations to S.E.D.; to education authorities; and to schools that question particular assumptions on which much that is current policy and practice is based. It is not however the publication of a report that is significant in 1986 because a major reappraisal of guidance in Scottish secondary schools had become inevitable whether or not such a document had appeared. Approaches to guidance developed in the late 1960's and early 1970's have to be measured in the very different political, social and economic context of Scottish education. The school itself has changed:- the nature of the educational provision that it offers; the relationship of home, school and community; the rights and responsibilities of pupils, teachers and parents.

Clearly, the need for fundamental reappraisal in the changed circumstances of the mid 1980's stretches into every corner of Scottish education. What in some ways distinguishes guidance and the task of taking stock is that even after twenty years of a national system involving significant public investment in staffing and resources there is still considerable divergence within the profession on its value, its importance and, indeed, its very nature; and wide variations in practice in schools across the country.

Since any system of guidance, counselling or social education must be derived from a set of values, attitudes and beliefs in areas on which there is often no consensus in society itself, differences in policy and practice across institutions are inevitable. Part of the explanation is, however, much simpler. For reasons that are explored in some depth in the course of this research exercise there has been

until very recent times almost no discussion or formulation of policy in guidance at national level. In some education authorities there has been considerable activity at regional or divisional level - in other areas there has been very little. Schools, often with no clear direction from national or regional level, have tried to define their own aims and objectives, policies and practices. This was recognised as long ago as 1976 in the H.M.I. Progress Report<sup>6</sup> on guidance.

The final paragraph of that report stated that:- "The time is now ripe for teachers and authorities, in the light of their experience, to let their voices be heard in the formulation of national policy. At the same time there is no immediately obvious focus for the development of that policy."<sup>7</sup>

The main purpose of this research exercise is to shed light on what has been developing over these two decades by drawing together the evidence from schools, education authorities and national committees and examining the contributions to that development by individuals and institutions across a wide spectrum of Scottish education, including the teaching profession; the advisory service; the inspectorate; elected representatives; the colleges of education; the universities and the central institutions.

## CHAPTER ONE

### THE AIMS OF THE RESEARCH AND THE NATURE OF THE EVIDENCE

The broad aim of the research is to undertake a comprehensive analysis and critical appraisal of policy and practice in guidance between 1965 and 1986 at national level, at regional level and at school level in Scotland.

Incorporated in the broad aim are the following specific tasks:-

1.- an analysis of policy-making and practice

(i) at national level

how a concept of guidance has been evolved and enunciated in national documents; how this has been expressed in terms of structure and organisation, time and training; how this has been supported by individuals and institutions with national responsibilities, for example, Her Majesty's Inspectorate, the CCC, the colleges of education, the universities and central institutions.

(ii) at regional level

how national statements have been interpreted by regional working parties and study groups; how regional policies on structure and organisation have been developed and how these differ across Scotland; resources in staffing, accommodation and time made available for the implementation of these policies.

(iii) at school level

how policy and practice has developed at school level - the roles of senior staff; promoted guidance staff and subject teachers; relationships with parents and links with outside agencies; deployment of resources in terms of staffing training and time; variations in practice across Scotland.

2.- an identification and analysis of the critical issues to have emerged in the past two decades - both (i) issues that have been clearly identified

in national and regional statements and generally within the profession  
(ii) issues identified in the course of the research.

3.- consideration of the present position of guidance in Scottish secondary schools in the context of political, social, economic and educational pressures for change and a critical examination of alternative models of development.

The core of this research exercise is, therefore, an analysis through the various forms of available evidence of **recent history**. The research technique is for that reason essentially that of the historian. The reconstitution of the past is dependent on empirical evidence but it is not in itself an empirical process. The historian, in the words of Professor Edward Carr, "is engaged on a continuous process of moulding his facts to his interpretation and his interpretation to his facts. It is impossible to assign primacy to one over the other, ..... And this reciprocal action also involves reciprocity between present and past, since the historian is part of the present and the facts belong to the past."<sup>8</sup>

A full catalogue of the primary and secondary sources is provided in Appendix A but for the purpose of clarification some further elaboration of the nature of the evidence is appropriate.

Firstly, various research studies on aspects of guidance in Scotland have already been undertaken. These can be categorised in a variety of different ways but, for these purposes, the existing research can be grouped in four **forms**. There is a body of unpublished research on guidance in Scotland, mainly in the form of theses and dissertations submitted for post-graduate qualifications most often at Masters level. Typically, these unpublished studies identify an aspect of guidance or an issue in guidance for investigation through questionnaires, interview or case study techniques. A good example is Rosemary McDonald's "An Investigation into the Housemaster system in a comprehensive school"<sup>9</sup> a well constructed M.Ed. thesis

to which occasional reference is made in various other research studies. A second category is the published small scale research such as the Sian Draper and Cosford<sup>10</sup> study of pupil perceptions of guidance and counselling in a Scottish school. Undertaken by three lecturers in Moray House College of Education the study is based on one Edinburgh comprehensive secondary school and involved intensive, structured interviews with pupils who also completed semantic-differential protocols. Other small scale published studies rely heavily on sampling techniques. Iain Smith's 1978 study<sup>11</sup> of guidance teachers' own concept of their role in secondary schools is based on responses from 217 teachers. John Gray's<sup>12</sup> study of client evaluation of guidance in Scottish secondary schools was based on a sample of 1975-6 school leavers. A third category of research is that undertaken either within a region or a division on behalf of the local authority or by local authority staff. Fife region, after implementing the Green paper, decided to commission an independent survey of the guidance systems in its secondary schools and invited John Miller, then at Dundee College of Education, to co-ordinate and direct the exercise<sup>13</sup>. In Strathclyde region, within Renfrew division, a survey of a similar nature was initiated in 1976<sup>14</sup>. This survey was undertaken by a small working group of senior promoted teachers, chaired by a headteacher, all working within the division. A fourth category is research which is centrally funded. Various projects have been supported in this way - the most recent, and that on the largest scale being the Guidance and Home research project at Jordanhill College of Education<sup>15</sup> which was carried out with a grant of £24,000 from S.E.D.

The findings of each of these types of existing research are drawn upon where appropriate.

Secondly, there are the secondary sources, books and articles written about guidance in Scottish schools. Since guidance is an integral element

of secondary education, references to guidance can be found in much that has been written on secondary education in Scotland in recent years. The only text written specifically about guidance in Scottish schools is Anne Fletcher's "Guidance in Schools - the development and practice of guidance and counselling in Scottish Secondary Schools"<sup>16</sup>. Anne Fletcher was among the earliest appointees to a post of lecturer in guidance in a Scottish college of education and her study was published in 1980 shortly before her retirement from Notre Dame College of Education. Originally written as a M.Sc. thesis, "Guidance in Schools" was published to fill a vacuum in educational literature at that time. It is however rather more limited in its treatment of the issues than the title might imply. The early chapters deal with social and educational reform from Robert Owen to the reports of the early 1960's - Brunton, Ruthven and Newsom. The central chapters are largely descriptive and lead into a survey of the attitudes and perceptions of 54 guidance teachers asked to record details of their meetings with pupils during the first two weeks of April 1978. "Guidance in Schools" is an excellent primer for newly promoted guidance staff or aspiring guidance teachers rather than a comprehensive analysis of the development and practice of guidance and counselling in Scottish secondary schools. Occasional articles on guidance have appeared in educational journals and in the Times Educational Supplement (Scotland). The most significant article to have been published, both in terms of the position and influence of its author and in what was being argued appeared in the T.E.S.S. on 23.10.81<sup>17</sup>. Dr Farquar MacIntosh, chairman of the Scottish Examination Board and a Lothian region headteacher argued that the time is opportune "to take stock and to consider alternative patterns of provision". The substance of Dr MacIntosh's argument is discussed more fully in Chapter 3.

Thirdly, there are the primary sources - reports, committee papers and a vast accumulation of material relating to guidance in Scottish schools previously uncollated and little used in any of the existing studies of guidance. Separated into categories of national, regional and school level the main sources are as follows. At national level there are firstly those reports that are familiar to most guidance practitioners. These comprise "Guidance in Scottish Schools",<sup>18</sup> 1968, commonly known as the Orange Paper. "Guidance in Scottish Secondary Schools"<sup>19</sup> 1976, commonly known as the H.M.I. report; and the two reports of the Central Committee on Guidance 1983 and 1986<sup>20</sup>, known respectively as the interim report and the final report. Much less familiar to practitioners is the report of the National Advisory Committee on Guidance<sup>21</sup> which had a limited circulation in the first instance and is now out of print. (\*For further expansion of the role of N.A.C.O.G. see note at the end of chapter - page 13.) Also out of print but of some historical value are the proceedings of two national courses (in-service courses of one week's duration sponsored by S.E.D. and supported by local authority nomination) held in the late 1970's<sup>22</sup>. Inaccessible without authorisation but of considerable significance are the background papers of the Scottish Central Committee on Guidance 1981-5 - in particular the responses to the interim report (issued as a discussion document in January 1983). Written permission has been granted to make use of these responses.

At regional level a vast amount of raw material is available. This material varies considerably in degree of importance and for that reason some criteria of selectivity are required. In general two sources of evidence have been explored - regional working party reports and regional manuals, guidelines and statements of policy. Regional working party reports take different forms. These are the reports which are prepared for education committees and which deal with matters of general regional

policy on guidance for example in Grampian region the working party reports to the education committee dated 13 September 1977 and 13 July 1982. Other reports to the education committees are on more specific issues, for example the effect of falling school rolls 1982-91, prepared in December 1982 for Central region education committee. A further category of reports are those prepared for the information of the Director of Education (or the Divisional Education Officer) and subsequently circulated more widely, for example, the Renfrew Divisional Survey, 1976<sup>23</sup>. Regional manuals, guidelines and statements of policy may be said to form a separate category because these are descriptive and prescriptive documents rather than discussion papers. Not all regional authorities have issued policy documents - there is for instance no Strathclyde guidance manual at present in existence. Other authorities such as Fife, (1982)<sup>24</sup>, Central, (1983)<sup>25</sup> and Lothian (undated)<sup>26</sup> have quite explicit statements of policy and procedure.

At school level, also, some degree of selectivity is necessary in exploring the available material. The principle adopted has been to examine only material prepared by schools in the knowledge that this material might be circulated outwith the institution. The two major sources of evidence from schools that meet this requirement are firstly school handbooks and secondly project reports<sup>27</sup> from two major school-focused in-service courses - the joint colleges/Strathclyde course and the St Andrew's College/Lothian course. By law each school in Scotland must publish a school handbook setting out specific information about the school, including in the case of secondary schools, details of S.C.E. presentations and figures of performance. Most schools use the handbook also to explain the guidance philosophy of the school and the systems and procedures that are used. There are severe limitations on the kind of interpretation that can be placed on such information because what is set out in a handbook at a time of



falling rolls and competition for pupils may bear little relationship to actual practice. Much more illuminating are the project reports of the two major school-focused courses. The background to these courses is that in 1980 Strathclyde region asked Jordanhill College of Education and Notre Dame College of Education to co-operate with regional advisers in guidance in the planning and organisation of an innovative form of in-service training. The emphasis was to be on a training programme for the guidance team of a school rather than for individuals. The headteacher of the schools involved had to be committed to the programme which was in two separate phases. Phase 1 involved bringing together a cross-section of guidance staff from 16 schools for college based training involving lectures; group discussion and case study and simulation exercises. At the end of this phase each school team had to identify an aspect of the guidance work of the school that was in need of evaluation and review and to carry out such an evaluation over a period of two terms. At the end of two terms, one member of the team (normally the assistant head teacher with overall responsibility for guidance) prepared a written report on the process undertaken and the conclusions reached. These reports were typed, bound and circulated to the other schools involved in the course, to education officers and advisers, H.M.I. and college of education staff. Copies are retained in divisional resource centres and in the libraries of the colleges of education involved in the course. This course, offered for the first time in 1980-1 was organised annually on a similar basis for different groups of schools until session 1984-5 when it was abandoned because of the boycott of in-service education by the teaching unions. In 1983-4 a similar course was organised for 12 Lothian secondary schools on the Craiglockhart campus of St Andrew's College of Education. During these

years nearly 100 schools in Lothian region and Strathclyde region took part in these courses and each school-based activity undertaken is documented. These school-based evaluations of guidance practice vary considerably in quality but the fact that senior staff were involved in the process of review and in the editing of the documentation is seen in many cases in the maturity of the judgements made and lessons drawn from the exercise. The sheer volume of material generated by nearly 100 reports (some, 40 - 50 pages in length) means that it is unlikely that any one individual has read all of these reports and no attempt has yet been made at analysis. This represents, however, a rich quarry of raw material on experiences, philosophies and practices in guidance in a large cross-section of Scottish secondary schools.

Two further sources of evidence at school level are explored - again adhering to the principle of using materials prepared consciously for scrutiny outwith the school. H.M.I. reports on secondary schools in Scotland, in their published form, make reference as a matter of course to the guidance provision that the school makes for its pupils. Lastly there are the specially undertaken studies of guidance in a community school<sup>28</sup> - four separate documents on Deans High School, Lasswade High School, Inveralmond Community School and Wester Hailes Education Centre, the original designated community schools in Lothian region.

In reviewing the nature of the evidence on guidance that exists at national regional and school level, the general situation that emerges can be summarised in the following terms. Firstly there is no great body of critical literature on guidance in Scottish schools. Why this is the case is examined more closely at various points in this research but it is perhaps fair comment at this stage to contrast this with the situation

elsewhere in the United Kingdom where there is much wider literature on pastoral care in schools although there is no nationally constituted system of promoted guidance posts in England or Wales. Secondly, during the past twenty years (and with increasing volume in more recent years) there have been statements on guidance at national level; initiatives taken at regional level and evolving philosophies and practices at school level. Documentation exists for each of these levels - in some cases, particularly with regard to the early national statements - the Orange Paper, 1968 and the H.M.I. Progress Report 1976 - quite widely disseminated. Much of the work that has been undertaken has had very little dissemination and discussion again for reasons that will be explored more fully in later chapters. In short, no comprehensive study of the development and practice of guidance in Scottish Secondary schools has yet been undertaken.

Finally, some note of explanation of the background of the author of this research in relation to access to original source material may be helpful. From April 1981 to October 1984 I was Lecturer in Guidance in Notre Dame College of Education (from 1 October 1981 St Andrew's College of Education after amalgamation with Craiglockhart College of Education). Through contact at various levels I became aware of a need to bring together and to make greater sense of the considerable activity that had taken place in guidance in Scottish schools over two decades. To the outside observer it seemed that guidance teams in schools across Scotland were working on common problems in isolation from each other and a result expending considerable time and energy on what seemed very much like reinvention of the wheel. The main purpose of this research exercise - to shed light on two decades of developing guidance practice - was formed in late 1981 and the research schedule was approved for Ph.D. registration

in September 1982. Most of the work of identification, collation and preliminary analysis of the source material was undertaken between 1982 and 1985 at a time when I was in a position to have access to a wide range of individuals and groups at national, regional and school level because of two posts that were held at the time - the post of Secretary/Development Officer of the first Scottish Central Committee on Guidance between 1981 and 5 and Course Director of the Joint Colleges - Strathclyde and the St Andrew's College - Lothian guidance courses. It is hoped that insights gained in the course of development work at national, regional and school level assist the process of critical analysis in this research exercise. No use has been made of material or information that would impinge C.C.C. guidelines on confidentiality or breach the confidence of individuals.

\* Note. The National Advisory Committee on Guidance 1978-81 was a sub-committee of the Committee of Principals, chaired by George Paton, Principal of Hamilton College of Education. Its remit was to consider training provision for guidance staff but as its final report acknowledged the committee laboured under two serious handicaps. Firstly, Strathclyde region refused representation on the committee and secondly the absence of any national committee appointed through the Consultative Committee on the Curriculum meant that "N.A.C.O.G.... set up to consider courses of training inevitably found itself considering general guidance problems." (N.A.C.O.G. reported in June 1981 and the first Central Committee on Guidance did not meet until October of that year.) Nevertheless the N.A.C.O.G. report in itself is a worthwhile document.

GUIDANCE - ITS PLACE IN MODERN SECONDARY EDUCATION - AN OVERVIEW

The "Orange Paper" - "Guidance in Scottish Secondary Schools" - defined guidance in the following terms - "the taking of that personal interest in pupils as individuals which makes it possible to assist them in making choices or decisions. The choices which pupils will have to face involve situations of various kinds - deciding which school subjects to continue or to take up or to drop, selecting one type of career as a vocational aim in preference to another, weighing up the merits of different courses of action."<sup>29</sup>

Eight years later the H.M.I. progress report of the same title sharpened that definition and bound into it the need for organisation and structure - "Guidance is that element in secondary education through which pupils are helped to reach informed decisions about their courses and their choice of career, and to solve any personal problems with which they may be faced. One of the most significant changes in Scotland in the last decade has been the recognition of the need for a more systematic provision for pupil guidance and the setting up of a staffing structure which would make it effective."<sup>30</sup>

If this definition is examined closely, the term guidance, in itself, seems rather a misnomer - an inadequate description of the process that has been explained. By dictionary definition the word guidance means giving direction. In its educational sense, guidance is used to describe a much more subtle process of offering help. The term guidance was first established in British educational vocabulary by Ben Morris<sup>31</sup> in 1955 who used a mountaineering analogy to explain the concept. Guidance was likened to the help that an experienced climber offers to the novice. The good mountain guide helps the novice to achieve independence, to enable him, through training to meet on his own the new challenges that mountaineering inevitably presents. In the same way, school guidance is not about solving problems or

making choices for pupils but about assisting pupils to take their own decisions and to deal with their problems. If the term guidance conveys an impression of directiveness that is at odds with the process that the term is used to describe, it has, furthermore, an unfortunate association with the older and more established concept of "Child Guidance". Child Guidance Clinics for the treatment of pupils with specific behavioural problems had been in existence in Scotland since the early 1930's. Child Guidance was rooted in developments in the social sciences, particularly in psychology and as such was a well understood service to Scottish education prior to the emergence of guidance and guidance systems in schools. The association of the two - child guidance and guidance in schools - was unfortunate because an analysis of the definitions of guidance presented in the Orange Paper and the H.M.I. Report reveals a rather different meaning.

Guidance in schools is seen as an integral element of the educational process and not a separate function. Moreover guidance is for all pupils - pupils with problems only in the sense that problem-solving and decision-making are part of the normal development of young people - and not a specialist service for problem pupils. The situations where help in decision-making is seen as necessary by the Orange Paper are largely educational - deciding which school subjects to continue, selecting one type of career as a vocational aim, weighing up the merits of different courses of action.

If the term guidance is an inadequate description of the process that it is used to describe, its association in time with the comprehensive school and with the revised structure of promoted posts in Scotland has created the impression that it was little more than a pragmatic response to problems that might have been avoided without comprehensive reorganisation and a cynical exercise in expanding promotion opportunities for secondary teachers. This impression has not been dispelled through time so that in 1981, Farquar

Mackintosh, looking back to the 1960's, commented that "not only did it seem desirable to broaden the content and scope of the educational process, there was also a need to minimize the problems of the large comprehensive schools which were springing up in the late sixties and early seventies. In particular, it was felt that in a changing and less stable society the school required a more active role in pastoral care and support. At the same time there was a desire to sweeten the unions and "buy off" teacher unrest by creating more promoted posts."<sup>32</sup> This interpretation which sees guidance as serving institutional needs rather than individual pupil needs is rather different from the definitions of the Orange Paper and the H.M.I. report. Yet developments in education that are labelled as pragmatic responses to difficulties of their particular time may have much deeper roots which allow them to survive through time and to find new growth as circumstances change. Guidance which grew in the expansionist years of the 1960's and the early 1970's is not necessarily doomed to wither in a time of contraction. To use a parallel in the 1980's, many of the developments in 16+ education, the Action Plan in particular, are seen as a response to the present economic situation, in particular the high levels of youth unemployment. Yet it is the **timing of** Action Plan that is determined by the present circumstances, the philosophy has been developed over a much longer period and is drawn from experience in other parts of Europe. And the value and the relevance of that philosophy may continue to survive as the number of 16 year olds declines and the immediate problem of high youth unemployment recedes.

If the concept of guidance in schools as it is presently understood can be traced back in the literature of education in Britain to 1955 and a definition of guidance in the Scottish context to 1968, its roots can be

traced further back to the immediate post-war years. In many ways the clearest analysis of the origins of guidance in modern secondary education in Britain remains that offered by Maurice Craft, at that time Senior Lecturer in Education at the University of Exeter, in his address to a National Conference in July 1968 on Guidance and Counselling in British schools. Craft recognised two difficulties in the task that he was undertaking. Firstly that "the relationship of educational change to the wider social structure is always an extremely complex one and simple explanations are rarely possible" and secondly the more practical difficulty that "the meagre literature on the introduction of guidance and counselling into British schools"<sup>33</sup> does not help us very much. Two related interpretations of the social, economic and political pressures which created the climate for a development of guidance provision are offered by Craft. The first interpretation relates the origins of guidance to "the growth of an egalitarian political ideology" in Britain post 1945 .... "the western liberal tradition at a mid-point somewhere between the rather more competitive individualism of North America and the rather more pronounced collectivism of parts of Europe."<sup>34</sup> Alongside the pressure to democratic education in the 1950's and 1960's can be set the sequence of reports from the Central Advisory Council for Education (England)<sup>35</sup> - Early Learning (1954), 15 to 18 (the 'Crowther Report')(1959); Half Our Future (the 'Newsom Report')(1963); and Children and their Primary Schools the ('Plowden Report')(1967). These and the various sociological studies that were published in the early and mid 1960's pointed up the differences in aspiration and achievement between middle class and working class children. The way forward seemed to lie in two directions - one, involving structural reforms - an end to early selection and the tripartite system -



the other, in greater concern for the needs of the individual and a recognition that the school should be concerned with the overall progress of the pupil and not just intellectual progress. Guidance and guidance systems were part of the response to this latter concern. The guidance teacher has the responsibility of knowing the pupils as individuals, fostering links with the home and liaising with other agencies that share an interest in the child. Seen in these terms, guidance is not merely part of a solution to the problems of comprehensive education, it is in fact an integral dimension of the political ideology from which comprehensive schools emerged.

The second interpretation places greater influence on economic factors and the recurring economic crises of the post-war years. Just as the differing life chances of children from different social backgrounds became apparent in the educational and sociological research of the 1950's and 1960's, so also the considerable waste of talent that this represented became a source of concern. Guidance, in these terms, is part of the response to the need to identify, to nourish and to direct the talents of young people for the greater economic well being of the nation. It is much more difficult to appraise the importance of economic influences on guidance in British schools than for example in the United States where a single event - the launch of Sputnik in 1957 by the Soviet Union - prompted a considerable expansion of guidance and counselling in American high schools.

To try to separate the influence of political ideology and of economic reality is however to create a distinction that is artificial. Craft acknowledges that "education, the dominant political ideology, the economy and the system of social stratification all interact and

interpenetrate."<sup>36</sup> Both political ideology and economic crises were important in the emergence of guidance.

An examination of guidance practice in educational systems elsewhere in the world is helpful in pointing up this relationship between political, social and economic factors and educational change. Craft asserted that the development of guidance could be seen in the context of educational reform in Britain in the 1950's and 1960's that represented the Western European liberal tradition at a mid-point between the competitive individualism of North America and the collectivism of Eastern Europe. A comparison of how guidance has developed in different countries helps to set the principles on which guidance in this country has been based in a wider context. This is of particular importance with reference to the United States because of the influence that American educational thought has had on what has been written about guidance in Britain.

A tradition of guidance programmes in American high schools stretches as far back as the first decade of the present century. The main period of growth was in the late 1950's and 1960's. At the present time all secondary and many elementary schools have counselors, usually full time on a 1:500 (approximately) basis. The level of training undertaken prior to appointment as a counselor is high - typically a one or two years master's degree involving supervised placement. There are more than 400 recognised training programmes and around 1200 teachers involved in such programmes each year. It is estimated that around 600 doctorates are awarded in counselling each year. The model of guidance that has emerged in the United States has emphasised the centrality of personal guidance, rather than curricular advice or careers education - the "individual counseling service has been frequently referred to over the years as 'the heart' of the school counseling and guidance program."<sup>37</sup> Individual counselling has been defined in the American high school context to mean "a therapeutic and growth process through which individuals are helped to define goals, make decisions and solve

problems related to personal-social, educational and career concerns."<sup>38</sup>  
The intended outcomes are increased self-directiveness, maturity, contentment and social identification. American writers suggest three characteristics of United States culture that have been conducive to the development of counselling - "a pervasive inclination, perhaps a social compulsion, to experiment and innovate to try new and different methods of solving problems and initiating change; a high degree of physical mobility together with an emphasis on individual achievement; and a high level of economic development; leading to a condition of material abundance and a high standard of living."<sup>39</sup>

Comparison with the situation in schools in the Soviet Union emphasises the relationship between guidance and cultural influences and structures of the society. Vocational and personal guidance in schools in the Soviet Union lacks any counselling element. In theory, the socialist environment itself by the power of its ethical principles, forms noble personality traits in its young people. Collectives are the societal tools for helping young people to overcome personal problems. Indeed by this model, counselling is a subversive activity because it hides problems from the collective. In the area of vocational guidance, little advice and assistance on career choice is offered by the school because decisions on careers are not taken unilaterally by the young person but with the young person according to the needs of society. A collectivist political, social and economic philosophy is thus reflected in the aims of school guidance systems.

Evidence from other parts of the world supports this interpretation of guidance in relation to schooling in that society. In South Africa, for example, a National Guidance Service for whites was introduced in 1967. The aims of this service emphasised strength of character, citizenship and the value of white South African culture and civilisation. Only in 1981 after

the school boycott by black pupils in 1980 was guidance introduced into all black schools - the official syllabus emphasising conformity with the values of Afrikaaner culture. In the Arab states of the Middle East there is almost no formal guidance provision in schools, apart from elements of careers education. The hierarchical structures within the family, in particular the pre-eminent role of the father, discourages young people from independent decision-making and personal autonomy.

Recognition that there are different value systems on which guidance can be based is important. By far the most powerful external influence on the way that approaches to guidance have been formulated in Britain (and in many other English speaking countries such as Australia, New Zealand and the Republic of Ireland) has been the experience of the United States of America. In the early 1960's as the concept of guidance emerged in Britain, there was already a considerable wealth of American literature on counselling and guidance. Broadly, American approaches to counselling and guidance divided into two schools - those which advocated "directive" techniques and those which advocated "non-directive" approaches. The proponents of directive techniques of guidance relied heavily on the work of behavioural psychologists such as B. F. Skinner and advocated direct intervention as a means of problem solving. Non-directive approaches which became increasingly fashionable in the 1960's and 1970's due in large part to the influence of Carl Rogers<sup>40</sup> emphasised the quality of relationship between counsellor and client - warmth, trust, openness, acceptance - and a belief in the ability of each individual to find his or her own solutions.

Writing as early as 1964, Professor Wiseman warned of the danger of simply adapting American experience to the British situation - "an appropriate British system (of guidance and counselling) would avoid (the

America) tendency to excessive emphasis on 'depth psychology' and the controversy over 'directive' and 'non-directive' counselling, and would give more weight to the identification of talent and aptitudes, and the tailoring of courses to particular patterns and profiles of abilities, leading up to a soundly-based system of vocational guidance at the end of the secondary school course,"<sup>41</sup>. In 1965 the first one-year diploma courses in guidance and counselling to be introduced in British universities were set up at the universities of Keele and Reading. At Keele, Gilbert Wrenn an American counselling theorist was invited as a consultant and introduced course members to 'non-directive' counselling. Since that beginning the influence of American counselling theory on guidance training in Britain has been significant. In Scotland (where the universities and central institutions have not offered one-year diploma courses in guidance) for more than ten years Professor Marianne Mitchell and Dr Bob Gibson of Indiana University have organised counselling summer schools in Edinburgh, initially for American high school counsellors who paid their own way to Edinburgh but in recent times open to Lothian teachers. The difficulties that Wiseman foresaw in 1964 in looking to the American model of personal guidance rather than working towards an appropriate British system help an understanding of what lies behind the comment of Ann Fletcher who in 1981 observed that this "concept (the non-directive, non judgemental helping relationship) challenged the traditional advisory and authoritarian role of the teacher. In the context of Scottish education its influence continues to present a challenge to guidance staff."<sup>42</sup>

There is what could almost be said to constitute a common wisdom among teachers and in particular guidance teachers in Scotland about the place of guidance in Scottish schools. It is the hidden message of many of the evaluation undertaken as part of the Strathclyde and Lothian courses that are described in Chapter One. And it is essentially the point made in the

article by Farquar McIntosh which is quoted earlier in this chapter. It is that guidance as it was established in Scottish schools in the late 1960's had unworthy origins - a response to the problems of that time rather than a positive step forward. It has been a long struggle therefore on the part of guidance practitioners to gain esteem - in some cases with a degree of success, in other cases with little positive effect on attitudes. Like other examples of common wisdom there is an element of truth in this explanation. But there is a different interpretation that can be formed - it is that the recognition of the importance of guidance in the 1960's is related directly to the political, social, economic and educational climate of that time. The problem has been, over twenty years, one of coming to terms with this at national, regional and at school level and, in particular, in evolving a philosophy of guidance appropriate to the Scottish context.

### CHAPTER THREE

#### PASTORAL CARE : THE ENGLISH CONTEXT

The aims of this research exercise were closely defined in Chapter One. Essentially it is recent historical research on an aspect of educational administration in Scotland - an analysis of policy and practice in guidance at national; regional and school level between 1965 and 1985. Within that definition, it is not a thesis on the nature of guidance or a philosophical or sociological critique. It has to be recognised, however, that while the body of critical literature and research on guidance in the Scottish context is very limited, there is a growing literature of pastoral care south of the border. The relationship between developments in Scotland and England is explored at various points later in this research. At this stage, the observation that is offered is that there is little evidence of widespread dialogue between Scottish and English guidance practitioners. This information is based on data provided in 1985 by the National Association for Pastoral Care in Education. N.A.P.C.E. was formed out of an idea put forward by Michael Marland at a meeting of a small group of some of the most influential writers on pastoral care in education in early 1982. In less than four years it has grown into an association of more than 2,000 members with its own journal - Pastoral Care in Education published commercially by Basil Blackwell. Its various regional associations organise their own courses and conferences and produce local newsletters. In February 1984 a joint seminar organised by N.A.P.C.E. and the University of Warwick Education Department on the future research needs of pastoral care, sponsored by the Economic and Social Research Council, brought together forty researchers, education authority representatives and teachers. The seminar papers have subsequently been published in order "to influence the development of pastoral care at

a national level".<sup>43</sup> Peter Lang observes in his introduction to the collected papers that N.A.P.C.E. "is not only a major and unique development but one that has considerable implications for the future. N.A.P.C.E. has provided a vehicle for the interest, enthusiasm and commitment of hundreds of teachers throughout the country who are involved or simply interested in pastoral care. It has also provided a voice for some of their frustrations, and has indeed begun to investigate some of the inadequacies of the current situation."<sup>44</sup>

From its outset in 1982, N.A.P.C.E. as its title implies, was intended as a United Kingdom association. Whereas in England its expansion has been dynamic, in Scotland the experience has been somewhat different. In late 1985, the association had fewer than twenty affiliated members in Scotland, most in universities and colleges of education. There is no separate Scottish branch - Scottish members being affiliated to the Northern region based in Newcastle. At the 1984 seminar there was one Scottish representative - a university lecturer in education whose own academic education and teaching experience had been outwith Scotland. It is intended to launch a Scottish branch during 1986 with one day conferences in Glasgow and Edinburgh where Michael Marland will make the major presentation. There is every likelihood that a Scottish branch will flourish in time because there is no Scottish equivalent. The only national association of guidance teachers in Scotland at the present time - the Scottish Association of Guidance Teachers - has a very small active membership, does not publish a regular journal and, according to its office-bearers, is willing to co-operate in the launch of N.A.P.C.E. in Scotland. The slow progress of N.A.P.C.E. in Scotland is not the result of hostility - it is simply that the network of contact and communication that links



interested academics, researchers and practitioners in guidance in England does not extend into Scotland. The Northern regional association of N.A.P.C.E. has much closer links with colleagues in the south of England than in Scotland.

Dialogue between Scottish and English practitioners may be limited but there is however value in examining the much fuller volume of published materials written in the English context. There are significant differences in the Scottish and English contexts. The English H.M.I. have not produced a statement on guidance similar to the Orange Paper or to the Progress Report although "Aspects of Secondary Education" (1979)<sup>45</sup> comments on pastoral care structures and forms of organisation and their contribution to the wider objectives of the school. There are no nationally established structures of guidance or specified complements of guidance posts. In Maher and Best's Small Scale Survey (1985)<sup>46</sup> of eighteen secondary schools spread across England a picture of widely differing structures emerges, including one school with a roll of 815 pupils where the Head declared that he had no formal pastoral structure at all. The terminology itself differs. In Scotland the term guidance is commonly used whereas in England pastoral care and pastoral responsibility is more commonly adopted in the context of secondary education and guidance used in a more general sense. For most purposes what is understood as guidance in Scotland can be read as pastoral care in the English context although the terms are not synonymous. The most important distinction between these terms in practice, is that whereas a definition of guidance in Scottish schools is set down in the Orange Paper and reiterated in subsequent national statements, the term pastoral care is not tied to a definition. "Pastoral care is not an exact term. Negatively one can say that the phrase covers all aspects of work

with pupils in a school other than pure teaching ..... the line where 'pastoral care' becomes 'teaching' is necessarily ill defined. All pastoral care has a teaching element, and the converse is equally true. You cannot teach at all effectively without establishing some form of relationship." <sup>47</sup> (Marland 1974).

If differences between the Scottish and the English context are identifiable, it has to be recognised that there is much more in common in these contexts. At one level both Scottish and English schools have been shaped by the same political pressures. Decisions on the movement towards comprehensive forms of organisation; on the raising of the school leaving age; on the publication of H.M.I. reports; on the Technical and Vocational Education initiative among many other examples demonstrate the close parallels and the influences of decisions made in the D.E.S. on developments seemingly emanating from S.E.D. At an individual level the same social and economic influences affect the lives of adolescents in towns and cities in Scotland and in England.

The term pastoral care became part of the educational vocabulary in the late 1940's and early 1950's although its ideological origins are often claimed to lie much earlier - in the English public school of the early nineteenth century - "The school is your father! Boy! the school is your mother ..... and all your other relatives too!"<sup>48</sup> Ribbins and Best (1985)<sup>49</sup> argue that pastoral care can be seen to have developed through successive phases. Firstly its pre-history: the dogma of the christian ideal to be pursued not primarily through academic learning but through religious and moral principles, gentlemanly conduct and then intellectual ability - the view of education commonly characterised by Thomas Arnold of Rugby. A further dimension of that pre-history

emerges from the development of state education and a strengthening of social control. "In effect, this pre-history was characterised by the dogma of the christian ideal only there were, it seems, two ideals: one, the man who would be fit to administer realm, Empire and industry; the other, the man who would obediently and diligently labour in and consume the products of that industry."<sup>50</sup>

Only in the years after world war two the term 'pastoral care began to be used in schools by teachers to categorise the multifarious activities they undertook on behalf of their pupils.'<sup>51</sup> Lang and Ribbins (1985). It still retained however the paternal overtones of an earlier age.

The explosion of writings on pastoral care came in the mid 1970's - the seminal work usually being regarded as Michael Marland's "Pastoral Care" (1974)<sup>52</sup>. Ribbins and Best argue that out of the work of Marland and other similar authors of the mid 1970's - Keith Blackburn<sup>53</sup>, Douglas Hamblin<sup>54</sup>, for example, developed a conventional wisdom which carried an authority based on the fact that it was promoted by respected practitioners. "This conventional wisdom appealed to commonsense and an assumed consensus about the 'goodness' and desirability of pastoral care conventionally conceived, and made little direct use of research."<sup>55</sup> These criticisms are borne out by an examination of the most frequently cited texts - the sub-title of Marland's Pastoral Care is "organising the care and guidance of the individual pupil in a comprehensive school" and its main chapters deal with groups and groupings; roles and responsibilities; possibilities of counselling and patterns of care. In the work of Marland and Blackburn in the 1970's there is the understandable concern of a school manager for structure and organisation; delegation of responsibility and mechanisms to respond quickly to the crisis needs of individual pupils.

Marland's reply to critics of himself and similar writers is to say that "we have been obliged to use anecdote and personal observations as remarkably little is known about the details of pastoral care structures"<sup>56</sup>.

He points up areas where little research has been undertaken

- how much time is devoted by schools to pastoral work
- the training and qualifications of pastoral care staff
- the relationship between scale points and case loads
- the structure and responsibilities for pastoral care within schools.

Similar observations are made by David Galloway (1983) commenting on research studies "none, though, has focussed on much detail on the school's pastoral care system."<sup>57</sup>

In the 1980's there have been two separate strands of writing on pastoral care in England. The first is clearly in the tradition of Marland and Blackburn's work of the mid seventies and indeed both of these authors have continued in this line of development. Whereas in the mid seventies the emphasis was on pastoral care structures and crisis support mechanisms - the treatment of the problem, the focus has shifted to a concern for prevention through curriculum innovation.

Baldwin and Wells' Active Tutorial Work<sup>58</sup> and Leslie Button's Group Tutoring for the Form Teacher<sup>59</sup> seek to provide teaching materials

for pastoral care tutors. The various Life Skills Teaching Programmes of Hopson and Scally<sup>60</sup> have been devised for similar

motives. In his most recent writings Marland, himself, has adopted the phrase the "pastoral curriculum" to mean "the school curriculum looked at for the moment solely from the point of view of the personal needs of the pupil resolving his individual problems,

making informed decisions, and taking his place in his personal world."<sup>61</sup>

Here the emphasis is on the integration of pastoral care and the curriculum - "this whole-school pastoral curriculum is then divided amongst subject and pastoral teams."<sup>62</sup>

On the other hand the late 1970's and 1980's has seen also the emergence of a critique of pastoral care. Lang (1983)<sup>63</sup> and Ribbins and Best (1985)<sup>64</sup> have questioned the research basis of much of the work of 1970's. Other more fundamental philosophical questions have been raised by S.K. Dooley<sup>65</sup> on the relationships between pastoral care and authority and more recently F. Hibberd - "Does pastoral care need a theory of self?"<sup>66</sup> and T.H. McLaughlin: "The Pastoral Curriculum: Concept and Principle."<sup>67</sup> Williamson's critique "Pastoral Care or Pastoralisation"<sup>68</sup> raises the basic question of whether the schools pastoral efforts may for some pupils simply draw attention away from more fundamental problems of teaching methods; relevance of content and quality of relationships within the school. Whereas in 1977 it could be claimed that "the general neglect of this concept among educationalist and social scientists is clearly demonstrated by the paucity of literature which deals explicitly with 'pastoral care' as its central concern"<sup>69</sup>, there has been such an explosion of writing that two annotated bibliographies on pastoral care have appeared listing more than 200 references.<sup>70</sup> There is in addition a growing catalogue of unpublished post-graduate research, largely empirical, on aspects of pastoral care.

Yet the summary of the main issues raised at the N.A.P.C.E. seminar on the future research needs of pastoral care identified a great deal more that needed to be undertaken. "Research has so far contributed little to thinking about pastoral care and its practice

in an educational context. This is for the simple reason that, until the 1980's, little research had actually been carried out.

Consequently pastoral care suffers from a lack of knowledge about itself and its role in the educational process about its relationship to other caring agencies; and about the connections that could exist between schools and these other agencies."<sup>71</sup> An agenda for future developments was drawn up by the seminar participants and a range of research priorities listed. These included:-

National and L.E.A. policy on pastoral care.

"It is essential that the Department of Education and Science and local education authorities take on a greater responsibility for the development of pastoral care, and provide appropriate and agreed forms of support. Local education authorities should be studied to see how they currently arrive at policies for pastoral care."<sup>72</sup>

Examination of the literature on pastoral care in the English context provides greater insight into the historical antecedents of pastoral care; into the wisdom of practitioners on structures and forms of pastoral organisation; into the growing scepticism concerning the lack of a research base for much of what has been written; into the development of appropriate materials and techniques for pastoral care staff. There is evidence of a lively and continuing debate among academics; researchers and most notably practitioners. Yet there has been no national prescription on pastoral care by H.M. Inspectorate. Headteachers, as shown in the Maher and Best Small Scale Survey (1985), have considerable autonomy in devising structures. This differs significantly from the Scottish experience over the past twenty years. Like Scotland, however, there has been little attempt to analyse policy making at national and regional levels.

## CHAPTER FOUR

### **GUIDANCE IN SCOTTISH SCHOOLS : THE NATIONAL CONTEXT (i) THE ROLE OF S.E.D.**

At the start of chapter one the analysis of policy-making in guidance at a national level was identified as a main thrust of this research. The task was defined as attempting to determine "how a concept of guidance has been evolved and enunciated in national documents; how this has been expressed in terms of structure and organisation, time and training; how this has been supported by individuals and institutions with national responsibilities." A three-fold separation of the evidence on which this analysis can be based is possible - firstly there are statements attributable directly to the Scottish Education Department; secondly there are statements emanating from advisory bodies constituted at national level in this case largely from the Consultative Committee on the Curriculum and from its sub-structure of central committees but including also statements from the Scottish Examination Board; thirdly the activities of institutions which bear some responsibility for supporting national developments - the Scottish Curriculum Development Service; the colleges of education and the central institutions. The role of the Scottish universities, while quite different from that of the institutions funded directly by S.E.D., will also be examined. In one sense it is quite artificial to make such a separation of the evidence available at national level over the past twenty years because there is a close, almost incestuous, relationship between some of the pronouncements emanating from these different sources. Why this has been the case will be investigated during the course of this analysis. Nevertheless the volume of available material makes it difficult to chart a simple course through the documents of the past twenty years and is the explanation for this separation into three chapters of the analysis of policy making at national level.

While there is no simple course to be charted through the national statements on guidance in the past twenty years, the starting point in the statements attributable directly to the Scottish Education Department, at least, however is clear. "Guidance in Scottish Secondary Schools" - H.M.S.O. 1968 or the 'Orange Paper' as it is more commonly known is a remarkable document. Clearly and concisely written, in only 23 pages it sets out fundamental principles of guidance for Scottish schools that have not been seriously questioned in any subsequent national statement. The two most important principles set out are firstly that guidance is for all pupils - for pupils with problems in the sense that problem-solving and decision-making are integral to the process of maturation and development of each individual child - and not simply a service for problem pupils. And secondly that guidance is a responsibility of all teachers - a dimension of the role of every teacher in a school - regardless of whatever formal arrangements for guidance structures might be established. It is from the 'Orange Paper' also that the three closely linked aspects of guidance are identified - curricular guidance; vocational guidance and personal guidance. Each of these was set against the context of the secondary school of the 1960's. The need for specialist curricular guidance emerged from the background of widening subject choice, particularly at the end of S.2 where pupils were being asked to make complex option choices from a bewildering list of subjects some of which were familiar from the earlier years of secondary schooling and others in, for example, the business studies area that formed part of the curriculum only in S.3 and beyond. The need for specialist vocational guidance emerged from the widening career opportunities in a time of economic expansion and scientific and technological advancement. The need for personal guidance from the stresses and complexities of modern life in general and



from the sense of anonymity of being part of the large comprehensive schools that were a feature of urban education in the late 1960's. Underlying the 'Orange Paper' therefore were a whole series of assumptions about continuing growth and expansion in the economy in general and in school population and in curricular provision in particular.

For all that the 'Orange Paper' set down two fundamental principles of guidance - that it was for all pupils and that every teacher had a guidance responsibility - much else about the document is open to criticism. Arguably, indeed, many of the weaknesses of the guidance system in Scottish schools identified, for example by the Pack Committee<sup>73</sup> have their origins in positions adopted in the 'Orange Paper'. The most basic question to be asked is what purposes the 'Orange Paper' was intended to serve. In its Introduction, the 'Orange Paper' states that "the purpose of this paper is simply to state the main issues involved, to outline some of the approaches and forms of school organisation adopted, and to indicate some of the needs that have to be provided for if guidance is to be carried out effectively. There is no intention of advocating any one system to the exclusion of others."<sup>74</sup> It is admitted openly that there is no consensus of opinion in favour of guidance systems - "some headmasters are reluctant to introduce any system of guidance because they fear it will rob them of some of the duties from which they derive satisfaction".<sup>75</sup> This being the situation, a short descriptive statement like the 'Orange Paper' was an unlikely vehicle of change. In the form that it was presented to the profession the 'Orange Paper' was not likely to promote the debate and discussion that was needed if a fuller understanding of the place of guidance in secondary education and a commitment to its development were to be encouraged. Comment on the paper was not invited nor was there a hint anywhere in the document as to its authorship

or to consultation or research that had taken place in its preparation. There were no strategies for widening out the discussion through, for example, the formation of a national committee on guidance or proposals for research that might be undertaken on any of the possible models that were identified. Thus on the one hand the 'Orange Paper' was not sufficiently prescriptive, authoritative or resolute in what was being advanced to ensure that at least certain minimum requirements were met. On the other it was not written in a form that would promote consultation and discussion prior to further decision-making.

That the 'Orange Paper' was a weak basis on which to structure a national system of guidance can be further exemplified by reference to what the document states in relation to three key areas - the identification of staff with the particular qualities required for effective guidance work; on the training that such staff would require and on the time allowances that would be needed to undertake specialist responsibilities. On the particular qualities needed for specialist guidance responsibilities the document was clear -

"the people who will be responsible for this work should be selected with the greatest care"<sup>76</sup>. At first glance the criteria that follow this statement are impressive - "the tutor should have a mature and balanced personality. He should know how to get pupils talking freely and naturally in his presence. He must be easily approachable and friendly, sympathetic but not soft, and must be able to cope with difficult and unexpected questions posed by pupils without showing any embarrassment and must be able to recognise and deal sensibly with questions intended to shock him or try him out. He will certainly have to be resourceful and should possess high principles and a sense of humour. His dealings with other people both in the school itself and outside will call for tact and patience"<sup>77</sup>. The 'Orange Paper'

concedes that, taken literally, there are few people likely to meet all of these criteria. Give that these are statements of the ideal - an ideal that might be applied to teaching in general and to many other caring professions - it is not clear which of these in particular is distinctive to the role of specialist guidance teacher. Equally problematic is the fact that these criteria are entirely subjective - there is no statement of specific professional requirement in terms of length or nature of teaching experience; appropriate additional qualifications or evidence of commitment to social education or to extra-curricular activity. The ideal guidance teacher is portrayed as the warm, caring adult, however this might be interpreted. Given that the qualifications required prior to undertaking guidance responsibilities were so loosely defined, the matter of training for guidance assumed an increased importance. On training, the "Orange Paper" was no more specific in its recommendations. "It is probable ultimately that more teachers will take a full-time additional course of training. At present, however, the majority of those undertaking guidance work are likely to want short in-service courses. Since most teachers during that pre-service training have had some study of the development of children and adolescents they will probably require help mainly in the practical aspects of guidance: how to stimulate discussions, conduct interviews, draw up personal records, contact outside services and so on."<sup>78</sup> What is most remarkable about this statement on training is the fact that it contains so many qualifications (probable.. ultimately.. majority. Likely.. most .. some.. probably.. mainly.. so on) as to be rendered ineffectual. Bluntly no requirement to undertake any form of specific training either prior to appointment or as a condition of appointment was being proposed.

Concerning time allowance for specialist guidance work the "Orange Paper" was similarly vague. "In general it is wiser to start with a

reasonably small allocation of time - for example one or two periods a day for year or housemasters in fairly large schools - and increase it if and when the need for more time is shown."<sup>79</sup> Bearing in mind the lack of commitment to guidance among some headteachers already recognised by the document itself the net effect of this recommendation was that no minimum time allocation was laid down; no comment was made on the importance of protecting the time allowed from encroachment in order to cover the subject responsibilities of colleagues absent, for example, through illness.

If, therefore, the "Orange Paper" analysis of the need to recognise the important place of guidance in secondary schools in the late 1960's was sound in principle, its analysis of role, structure, training and time allowance was rudimentary. Eight years were to elapse however between the publication of the "Orange Paper" and a Second National Statement on Guidance - the 1976 progress report of H.M. Inspectors of Schools.<sup>80</sup> During these eight years two important S.E.D. statements on the staffing of secondary schools and on the structure of promoted posts were made. Both were issued in 1971 and the "Green Paper"<sup>81</sup> on the structure of promoted posts had, in particular, immediate and far reaching effects on the development of guidance in Scottish schools. In 1965, circular 584 had given education authorities the stimulus to experiment with posts of special responsibility in guidance; in 1968 the "Orange Paper" had endorsed these initiatives; in 1971 the "Green Paper" translated these experiments into a proposed national structure of promoted posts, brought to fruition in circular 826<sup>82</sup> which laid down specific complements of guidance posts for every secondary school in Scotland. The structure of promoted posts in guidance was to parallel that of promoted posts in subject areas. Posts of Principal Teacher (Guidance) and Assistant Principal Teacher (Guidance)

with similar status and the same responsibility payments as Principal Teacher (Subject) and Assistant Principal Teacher (Subject) were established. The complement of promoted guidance posts in each school was related to size of roll - one principal teacher post being allocated for each 300 pupils and one assistant principal teacher post for each 300 pupils beyond the first 300 pupils. Thus a secondary school of 1501 - 1800 pupils had an allocation of six posts of Principal Teacher (Guidance) and five posts of Assistant Principal Teacher (Guidance). Education Authorities moved fairly rapidly to make these appointments and by the start of the 1974-5 session all 35 education authorities had implemented the recommendations of the circular in a form that was acceptable to the Secretary of State for Scotland. The S.E.D. statement of 1971 on the staffing of secondary schools - or "Red Book"<sup>83</sup> as it is commonly known provided a formula for the calculation of staff complements in secondary schools. Certain assumptions were made within "Red Book" about time allowances for non-teaching activities that had to be taken into account in the calculation of a staff complement for each school. Among these was a notional allocation to guidance of 400 minutes for each promoted guidance teacher (P.T or A.P.T.) over and above 200 minutes of correction/preparation time. In no sense was this a prescription of time for the individual promoted guidance teacher. What it did mean however was that the global allocation of non-teaching time to guidance work in a secondary school should match the allowances made by "Red Book".

By the time of the second national statement on guidance - the H.M.I. Progress Report of 1976 - the national structure of guidance in secondary schools in Scotland had been implemented in each education authority. The

H.M.I. Progress Report - a review of developments until 1975 - was based largely on visits to 30 schools in sessions 1973-4 and 1974-5 and on the data of the 1974 schools census. The H.M.I. Progress Report was, as its title suggests, a description of what had happened in guidance rather than an evaluation of the function of guidance. In its opening paragraph the report reiterates the 1968 "Orange Paper" definition of guidance and the need for more systematic provision and from then onwards discusses aspects of the implementation of the "Orange Paper", while conceding at various points a lack of consensus on the perceived importance of guidance particularly among headteachers. Overall, the report strives to be positive "the broad lines of policy laid down in "Guidance in Scottish Secondary Schools" and in "The Structure of Promoted Posts in Secondary Schools in Scotland" have proved to be generally sound and good progress has been made."<sup>84</sup> The general message from the inspectorate and S.E.D. in 1976 was of solid continuing support for guidance and in particular the approach advocated by the "Orange Paper" in 1968. From the evidence assembled by the H.M.I. progress report it is possible to draw some quite different interpretations - particularly in relation to the weakest aspects of the Orange Paper - criteria for appointment of staff; time allowances and training.

On the appointment of guidance staff the Progress Report makes no mention of how education authorities measured the personal characteristics and qualities of applicants for posts. It does recognise, without comment, the subject backgrounds of promoted guidance staff - "even allowing for the large numbers of teachers of English and mathematics employed in the schools visited, an especially large percentage of teachers of these subjects was involved in guidance. Of the subjects which employ a

relatively small number of teachers, technical education was conspicuously represented." <sup>85</sup> Why this was the case will be examined in the context of regional policy and practice in guidance. Suffice to say in this context that there was one characteristic not identified by the Orange Paper that headteachers had recognised - the possibility that guidance posts could be used either to attract teachers to the school in areas of subject shortage or as a means of retaining teachers with subject qualifications in these areas.

On time allowances for guidance work, the H.M.I. Progress Report seeks to explain away the situation that visits to schools had uncovered - that "in the schools visited the time allocated to guidance appeared to bear little relation to their size or the number of teachers on the staff."<sup>86</sup> It is recognised that "the significant factor in the allocation of time appeared to be the importance which the headteacher attached to the functions which guidance might fulfil in his school"<sup>87</sup> but the logic of that argument is not followed through given that each school had a red book allocation of time for guidance work. Rather than question the motives of headteachers who did not allocate adequate time for guidance work, the report draws attention to the problems of time allocation created for headteachers. "For example staff shortage could make it difficult for a headteacher to allocate adequate time for guidance if a teacher was required to cover a subject timetable. Again the demands of the guidance system could put unreasonable pressure on a subject department, particularly if it was a small one, or if more than one member of the department had a guidance responsibility."<sup>88</sup> Lastly the true scale of the extent to which guidance staff in the schools visited were not being allocated appropriate time allowances is cleverly disguised. The only

statement made on actual time allowances in the Progress Report is that "it was generally found, however, that principal teachers (guidance) were allocated ten or more periods in a 40 period week for the performance of duties outside class teaching."<sup>89</sup> - ten or more periods in a 40 period week being equivalent roughly to 400 minutes or more. No mention is made of how this relates to the actual time allowances for guidance built into the Red Book Staffing Calculation for schools. In fact it represented a very serious erosion of the time allowances. Firstly the H.M.I. Progress Report counts the contractual 200 minutes of preparation and correction time for subject work in its allocation of 10 periods. What in effect H.M.I. were reporting was that Principal Teachers (Guidance) generally had at least 200 minutes per week for guidance work whereas "Red Book" provided a notional allocation of 400 minutes. Secondly, the reference in the Progress Report is to the allocation of time to principal teachers - no mention is made of allocations of time to assistant principal teachers. "Red Book" made no distinction between time allocations to grades of promoted guidance posts - a similar notional 400 minute allocation of time was provided for each assistant principal teacher. The general impression given by the H.M.I. Progress Report is that there was no real cause for concern on time allowances. Having recognised that individual education authorities might be more directive - "not every authority laid down a clear policy for the allocation of time for guidance duties. In most cases this was finally left to the headteacher"<sup>90</sup> - no further comment is made on the desirability of clear policies on time allowances either at education authority level or by schools themselves.

On the training of guidance staff the H.M.I. Progress Report identified the urgent need for training that existed in the years immediately after the



implementation of Circular 584. Three types of training were required: in the organisation and administration of guidance for headteachers and assistant headteachers; in basic guidance skills and techniques for newly appointed staff and in more advanced training for those already established in post. The report commends the work of education authority advisers, college of education lecturers appointed in four colleges, and bodies such as the Careers Research and Advisory Centre and the Scottish Branch of the Institute of Careers Officers. In assessing progress made by 1974-5, the report states that "Most guidance staff had undertaken some form of training. More than half had undergone training of at least one week's duration. A number had attended longer courses and a very small minority had attended courses of 10 or more week's duration."<sup>91</sup> Looked at less charitably, most guidance staff had received about one week's training for a post carrying the status and salary of a principal teacher of a subject department; some, how many is not clear, had undergone no form of training and indeed were under no obligation to have done so. In a separate section of the report there is a cryptic reference to the nature of the training received - "Introductory in-service training, which a majority of guidance staff have now undertaken in some form, should continue until its coverage is complete. The experience of the past few years, however, has given rise to questions about the adequacy of present arrangements to which local and national training agencies should be seeking answers."<sup>92</sup> No recommendation is made either on a pattern of training or on any obligation to undertake training.

Apart from these criticisms of the approach adopted in the H.M.I. Progress Report there were concerns about the recognition being given to guidance in secondary schools that are expressed by the report itself. The main concerns were:- the uncertainties that staff felt about their duties;

difficulties in seeing individual pupils as often as staff would have liked and an overconcern with problem pupils; passing recognition of the role of guidance staff in curricular guidance other than during option choice arrangements at the end of S.2; very limited involvement in vocational preparation course; problems in handling social education programmes through lack of expertise and unfamiliar content and more generally the problems that headteachers faced "in engaging the support of the staff as a whole for the guidance system."<sup>93</sup>

The final paragraph of the H.M.I. Progress Report suggested that "the time is now ripe for teachers and authorities, in the light of their experience, to let their voices be heard in the formulation of national policy. At the same time, there is no immediately obvious focus for the development of that policy. Because as this report has suggested, guidance has become an integral element in secondary school provision; and has implications (overt or implicit) for other elements such as curriculum and school organisation, it may be necessary for the Consultative Committee on the Curriculum to include it in its current deliberations."<sup>94</sup> It was, in fact, five years before the C.C.C. was to set up a national committee on guidance in 1981 but the final statement in the H.M.I. Progress Report represents almost a ceremonial passing over to the profession of the formulation of future policy on guidance. Almost a decade has passed since the Progress Report without any further specific S.E.D. statement on guidance.

During the decade since the Progress Report, further commentaries on aspects of guidance have been expressed in the context of discussion of broader issues within S.E.D. statements.

(Three documents issued in 1977 by S.E.D. and having considerable significance for guidance, namely the reports of the Munn<sup>95</sup> Dunning and Pack<sup>97</sup> Committees are considered in the subsequent chapter on the national context: the role of national advisory bodies. In each case the report was the work of a committee representative of a cross-section of professional interests. The Munn Report was the work of a C.C.C. Committee and the Dunning and Pack reports were the work of committees of inquiry set up in 1974 by the Secretary of State for Scotland.)

Of the S.E.D. statements emanating directly from the departments own staff, two sources of evidence are of the most significance. Firstly the series of reports on aspects of teaching and learning in the Scottish Secondary School.<sup>98</sup> And secondly the published reports of general school inspections. Both sources relate directly to the general state of Scottish Secondary Schools in the 1980's.

Of the series of reports on teaching and learning in the Scottish Secondary School prepared by H.M.I. two in particular made reference to the provision of guidance. These were the reports known commonly as the "S5-6 report" and the "School management report."

The S5-6 report found little to commend in provision made for the guidance of pupils staying on beyond 16. "Personal Guidance" the report stated "did not appear to figure prominently"; in Curricular Guidance "examination results alone do not affect decisions; the relationship of pupil and subject teacher can be of immense significance and therefore relevant for guidance. In the schools inspected regular exchanges between subject and guidance staff were not conspicuous."<sup>99</sup> The strongest provision identified in the S5-6 report is in the area of Vocational Guidance - "The best schools provided a careers education programme to which the representatives of post-school institutions, Careers Officers and former pupils contributed. Pupils were advised about application procedures and interviews. Visits to places of education or industry were arranged. Sessions for parents were included" - however, the report concludes.. "this range and quality of provision was seen in a small minority of the schools visited".<sup>100</sup>

The explanation was fairly straightforward in the majority of the schools visited distinctive arrangements were made for the guidance of S5-S6 pupils. Senior promoted staff were usually responsible, headteachers playing leading parts, especially for pupils likely to proceed to university."<sup>101</sup> Specialist guidance staff, therefore, were playing little part in the guidance of pupils beyond 16. The result was that headteachers and senior staff, through pressure of

other administrative and management duties, were unable to organise fully an effective guidance provision beyond 16. Nevertheless, senior staff were unwilling to delegate responsibility to specialist guidance staff nor even to use their advice and earlier knowledge of the pupils - "liaison between those responsible for the guidance of S5-6 pupils and those responsible for guidance at earlier stages (and they included teachers who had known pupils all the way from S1-S4) was often weak."<sup>102</sup> The S5-6 report does not attempt to interpret why headteachers took this approach but there are echoes of the Orange Paper and the reluctance, identified in that document, of headteachers to introduce any system of guidance because it would rob them of duties from which they derive satisfaction.

Potentially, the H.M.I. report on school management was much more significant for guidance in the scope of the recommendations that it might have made on the future of the guidance structure. The H.M.I. management report argued for flexibility in the way that promoted posts in secondary schools should be deployed. As a result of falling school rolls, a fair number of posts at middle and junior management level would be lost throughout the 1980's. "Room for manoeuvre" the report concluded "can be found only by a critical revision of the present approach to their description and distribution."<sup>103</sup>

For the subject departments, "the assimilation into one subject principal post of the separate social subjects or the sciences, and the substitution of assistant principalships in the various branches, is a start."<sup>104</sup> That the social subjects and the sciences would be brought together in this way had long been anticipated and indeed was already a feature of some smaller secondary schools opened in the

1970's. The report went further however and argued "that the principle of assimilation might be applied in other subject areas, and to subjects and aspects."<sup>105</sup>

Educational as well as cost cutting arguments were advanced:

"the effects would be to surmount the subject divisions, cover whole-school policies and new or unforeseen developments, take in the fringe and grey areas surrounding guidance and transition, and link curriculum and guidance aspects in a manner of benefit to both"<sup>105</sup>: "this would introduce at middle management level a flexibility that schools have not had in the past: and a capability of moving experienced and responsible teachers into areas of difficulty or pressure as these arise"<sup>106</sup>.

The school management report discussed also the state of guidance in Secondary Schools. The weaknesses in relation to S5-6 provision are reiterated and some more general concerns are expressed.

"There was considerable variation in the tasks allocated to the different guidance posts: responsibility considered to be appropriate for an assistant head in one school might be allocated to an assistant principal teacher in another. In a small percentage of schools principal teachers had smaller caseloads than assistant principal teachers, yet had more time to deal with them."<sup>107</sup>.

All of this evidence assembled in the report seemed to point towards a reassessment of the posts of principal teacher (guidance) and assistant principal teacher (guidance), perhaps allowing greater flexibility in the number and type of appointment possible. Almost paradoxically, the report reached a different conclusion - "it will be argued strongly that the guidance system should take

its share of the burden of contraction: in some quarters, more than its share might be advocated. Yet the evidence strongly suggests that a reduction in the proportion of guidance posts would be undesirable, and it is reinforced by the fact that all pupils are likely to meet crucial decision-making points - on courses, locations, careers and qualifications - more frequently than ever before as the national development programmes get fully under way. Clearly, if the total numbers are not to rise, and the proportion of guidance posts is to continue to be devoted to that important area of responsibility, the burden of diversification must fall upon the traditional subject posts".<sup>108</sup>

Much can be made of that last sentence.

The central thrust of the school management report is against the autonomy of the subject department in the secondary school. By protecting the guidance posts in a time of contraction, the challenge to the promoted posts in the subject areas is made more forceful. Whatever the motive, the effect of the statement on the number of guidance posts is to reinforce the S.E.D. commitment to the structure of guidance in Secondary Schools built up in the early 1970's.

The published reports of inspections of Secondary Schools are the second main source of S.E.D. thought and direction on the nature of secondary school guidance provision. By the spring of 1985, twenty six such reports had been published on secondary schools in Scotland. Each mainland education authority was covered within this selection of schools. Much fuller use is made of this material in the later discussion in this research exercise on the formulation of policy and of practice in guidance at school level.

In a discussion of the national context and the role of S.E.D., Some general observations can be made . A section on the provision for guidance is included in each report on a secondary school. There are at least three distinct styles of writing of the section on guidance. For schools, inspected in the more northern areas of the country (examples such as Carnoustie High; Millburn Academy, Inverness; Freserburgh Academy; Summerhill Academy, Aberdeen) there is a section on Guidance and Social Education, typically of five or six separate short indexed paragraphs dealing initially with guidance and moving on into broader areas of social education. Reports on schools inspected in eastern areas of the country (for example Liberton High and Forrester High in Edinburgh; Preston Lodge High in East Lothian and Kirkland High in Fife) contain a section headed Pupil Care and Guidance. Written in continuous prose this style of reporting builds more of a word picture of the school and its guidance provision. In this style of writing criticisms are less sharply focussed. Reports on schools in western parts of the country, predictably in view of the size of the area, are more varied in style. In certain instances (Castle Douglas High and James Hamilton Academy, Kilmarnock for example) the section on guidance is structured in a manner similar to those reports on schools in the northern area of the country. Reports written to this style in the western areas of the country are generally the most detailed and the most thorough - the rather critical account of guidance provision in Castle Douglas High offering seven specific recommendations on issues that should fall within the scope of a thorough review of the guidance provision. Reports in other schools in the western area follow a different style or styles (Marr College, Troon;



St. Margaret's High; Carlisle High for example), Guidance is considered in a section together with social and religious education and observations on the nature and the quality of guidance provision tend to be rather generalised.

Whatever the style of writing, the elements of H.M.I. comment in school reports take a consistent form. Aspects of guidance considered in each report include:- school policies on guidance, the structure of guidance provision; the job descriptions of guidance staff; communication; documentation; the quality of personal guidance; the programme of careers education; the nature of curricular guidance. In the way in which these reports are written, there is a much clearer impression of what the school sets out to achieve in guidance than there is of H.M.I. priorities in guidance. Largely the statements made on guidance are descriptive rather than judgemental. Where comment is made on school practice the focus is frequently on some aspect of the management of guidance rather than on philosophy; principle or quality of service. Within each individual report there are messages for the school concerned but taken as a collection of reports there are no new messages for secondary schools. The discussion of issues covers very similar ground to the 1976 H.M.I. progress report on guidance. In most cases the superficiality of the assessment of the guidance provision of the school contrasts sharply with the more thorough consideration of the work of specialist subject departments.

Drawing together the strands of evidence of the role of the Scottish Education Department over the past two decades in shaping a national approach to guidance in Scottish Secondary Schools reveals an underlying contradiction. There has been a consistent commitment to

the principles of the 1968 Orange Paper and to the structure of promoted posts set out in the 1971 Green Paper. Yet this has been a strangely unquestioning commitment. Unquestioning in two senses - in the lack of any comprehensive analysis of the role and function of guidance in the Secondary School and of the resources of manpower time and training that would be required for effective implementation of that role. Unquestioning also however in the value for money that the guidance system in its present form, offers. In some ways this contradiction is reflected in the way that manpower within Her Majesty's Inspectorate has been deployed to cover guidance work in schools. Since the early 1970's there has been a national specialist on guidance within the inspectorate and a network of H.M.I. with guidance responsibilities across the country. In all cases with the exception of the national specialist these responsibilities have been combined with subject responsibilities. During the last decade the inspectorate has been well served by a succession of contrasting but, in their different ways, able and energetic national specialists in guidance. In each case, however, the national specialist has been redeployed from a specialist subject background. A decade ago this might have been understandable in that posts of national specialist are filled by experienced members of the inspectorate and it would have been unrealistic to have expected teachers with experience in guidance to have been appointed to the inspectorate and to have gained sufficient background in inspection of schools to have taken on national responsibilities in guidance. By the mid 1980's this is less understandable, moreover it is unlikely to change much in the foreseeable future because no post of basic grade inspector has been advertised with a specific guidance

remit. Appointments to the inspectorate continue to be made almost without exception on a subject specific basis. Whereas subject specialists are required to have good honours degrees, the guidance specialist within the inspectorate comes to the area with no formal qualification. It is to be expected in such circumstances that the discussion on the role and function of guidance is likely to be at a less elevated level than that which takes place on the role and function of academic subject within the curriculum. To seek a fuller explanation of why guidance has not been seen in the same professional manner as academic subjects it is necessary to look beyond the role of central government. It is not insignificant however to note that guidance in spite of the considerable investment of public resources has never been seen as a political issue. Unlike provision for special educational needs or for multi-cultural education there has been neither political pressure for enhancement of guidance services or against spending educational budgets in this way. Without that additional edge that is brought about by political concern, the need to sharpen thinking at national level on guidance has never been an immediate concern in the last two decades.

## CHAPTER 5

### **GUIDANCE IN SCOTTISH SCHOOLS:**

#### **THE NATIONAL CONTEXT (ii) THE ROLE OF ADVISORY BODIES**

At national level, between 1968 and 1986, two committees have been set up to examine as their prime concern, aspects of guidance in Scottish Secondary Schools. In the Spring of 1978 the National Advisory Committee on Guidance (N.A.C.O.G.) was established by the Committee of Principals of the Colleges of Education in Scotland. The Chairman was George Paton, Principal of Hamilton College of Education. Each college of education was represented on the committee. In addition there were four nominees of the Association of Directors of Education in Scotland; one nominee from the three main teaching unions; one nominee of the Scottish Association of Guidance Teachers. There was also an H.M. Inspector of Schools assessor. The committee was set up for three years in the first instance with the remit

- to keep under review the developing needs of the Guidance service in schools in Scotland and make recommendations for appropriate courses of training
- to scrutinise and comment on the content and general structure of such courses where they lead to qualifications of any type
- to keep itself informed of and advise on the general pattern of assessment in each college where such courses are mounted, with a view to encouraging the emergence of and maintenance of national standards where appropriate
- to encourage innovation and local initiatives in the provision of courses at lower than qualification level

- to report to the Committee of Principals of the Colleges of Education in Scotland.

The committee maintained this time schedule and reported in June 1981.<sup>109</sup>

In October 1981 the first Scottish Central Committee on Guidance was set up by the Consultative Committee on the Curriculum. The background to its formation provides both interesting insight into the pace of development within the C.C.C. in the late 1970's and into the way that guidance in secondary schools was being perceived at national levels. Acting on the recommendations of the 1976 H.M.I. Progress Report on Guidance that the time was ripe for the C.C.C. to consider whether there was a need for a national committee on guidance, the C.C.C. through its Committee on Secondary Education undertook a process of consultation widely within the profession on the matter. In June 1978 the following report on these consultations was made to the Committee on Secondary Education "The case for a committee on guidance was very strongly argued in a very large number of submissions many of which raised fundamental issues well beyond the limited remit of the exploratory group set up to consider the submissions received. It is clear that guidance has become accepted as an essential element in the modern secondary school. Its concern for socialisation and pastoral care takes its interests well beyond the curriculum yet, as the agency which coordinates curricular and vocational/careers guidance, its influence on and concern with the curriculum is considerable. COSE is in no doubt about the need for a national body to formulate policy and to coordinate development in guidance. Indeed the matter is of such importance that before finalising its

recommendations to the CCC, the Committee on Secondary Education wishes to take the studies of its exploratory committee further than time and its remit allowed and is taking immediate steps to prepare a Starter Paper for dissemination and discussion both within and outside the CCC. The Starter Paper will seek to identify the main issues of concern to schools in the field of guidance and make recommendations for consideration of these issues by an appropriate body."<sup>110</sup>

A small group of members of COSE, convened by Mr. Alistair Johnston, Rector of Kelso High School, was established to prepare a Starter Paper and did so with comparative haste in time to be considered by the Committee on Secondary Education at its meeting in March 1979. This Starter Paper which was not circulated beyond the CCC Structure raised fundamental and important issues. Having charted the development of guidance since the mid 1960's and described the activities in which at that time guidance staff had some involvement, the Starter Paper "noted that the development of guidance has tended to be pragmatic perhaps because of pressure to make some kind of response to the problems emerging in a period of social, economic and educational change".<sup>111</sup> Going further the Starter Paper posed a number of challenging questions on the purposes of guidance:-

"Underlying these activities there would seem to be a complex of attitudes, values and assumptions which require reflection and clarification. For example, what is guidance trying to do? Are the activities listed above compatible with its purpose? Do they benefit the pupil, the school or society? Is guidance solely concerned with the individual pupil or does it relate to the pupil,

to the school and to society? Has it a responsibility to all three? Furthermore, if the individual teacher experiences role conflict how does he reconcile subject-teaching and guidance? Out of these emerge the next and perhaps the most important question of all: "What is the relationship between the purposes of guidance and those of the school?" - for it is within the context of a clear understanding of the aims of the school that the main issues of concern in guidance have to be considered."<sup>112</sup>

The record of the COSE meeting in March 1979 shows that a wide-ranging discussion on different aspects of the Starter Paper took place. Firstly COSE had to consider whether guidance was a legitimate concern of the CCC structure whose remit dealt largely with the curriculum of schools. It was accepted however that "guidance has, evidently, a curricular dimension although the precise extent of this is unclear; hence the CCC has a view to offer on the curricular aspects of guidance."<sup>113</sup> Secondly, COSE had to consider whether there was a sufficiently well argued case for a central committee on guidance. It agreed that there was far both negative and positive reasons. The negative motivation was openly recognised -

"guidance lacks a focus of mechanism for development yet there are eloquent pleas from the practitioners that this should be provided. In the Scottish school system the practitioners are teachers and it is to the CCC whose structure would customarily provide such a focus that they turn in this case. If the CCC does not respond by whom will the vacuum be filled? The dangers of fragmentation of effort or of particularist advice are all too clear should the CCC fail to fulfil this function in respect of Guidance,"<sup>114</sup>

The positive motivation drew on the arguments of the Starter paper itself:-

"the Guidance Study Group of COSE has identified in its starter paper a substantial number of questions which touch on guidance per se and its links with curriculum; COSE recognised that it would not answer many of these questions, and that it needed a source of advice on which to base judgements which touch not only on guidance but on the curriculum at large;"<sup>115</sup>

Yet throughout the record of that discussion during the March 1979 meeting there is an openness and a candid recognition of the lack of any real central direction of guidance that goes far beyond the reassuring messages of the 1976 HMI Progress Report. This is most clearly expressed in one short paragraph from the record of discussion:-

"guidance has grown in Scotland in a somewhat unsystematic way, almost haphazardly; it has lacked the direction provided by (say) a SCEEB syllabus, and the criteria of competence offered by examinations. Hence good practice is harder to identify and the critical tone of a number of studies of guidance (albeit based in some cases on dated evidence) is obviously a cause for concern. Criteria of competence, levels of aspiration, coherent aims are required, and this seems logically the function of a central agency;"<sup>116</sup>

No immediate action was taken to seek endorsement by the CCC and the approval of the Secretary of State to establish a central committee on Guidance and the proposal was overtaken by the Rayner enquiry, to emerge again in the context of discussion on new committees, only in January 1981. In January 1981 COSE had already agreed to the creation of small ad hoc groups to identify



immediate needs for development in Drama, Classics and Nautical Subjects when its attention was drawn by its own Executive Group to the 1979 decisions on the need for a central committee on guidance.

"The Executive, on reflection, considered that, because of the importance of guidance to the curriculum and because of earlier detailed consideration to such needs, the matter should be referred back to COSE with a note of earlier discussions."<sup>117</sup>

COSE endorsed the decision taken two years earlier and after the due process of "trawling" for suitable nominees to the central committee, the Scottish Central Committee on Guidance was constituted and held its first meeting in October 1981.

The main terms of the remit of the Scottish Central Committee on Guidance were -

"Within the terms of reference of the CCC and reporting to the Committee on Secondary Education:-

- (i) to examine and clarify the role of guidance as a whole school function including the specialist role of guidance staff and the relationship between guidance and the curriculum;
- (ii) to consult with the Committee on Primary Education (COPE) with the Committee on Special Educational Needs (COSPEN), with CCC committees generally and with other agencies as appropriate."<sup>118</sup>

The committee was asked to report to the Committee on Secondary Education on item (i) of this remit not later than one year from the date of the committees first meeting. This task was fulfilled and the report<sup>119</sup> was duly published as a consultative document in January 1983. The committee was invited to remain in office until Autumn 1984 with a revised remit in particular "in the light of

responses to the interim report, to prepare a major statement on guidance by Autumn 1984 for consideration by the CCC."<sup>120</sup>

This final report<sup>121</sup> was published in January 1986 having been approved by the Committee on Secondary Education at its meeting in May 1985) as a CCC Position Paper. After May 1985 SCOG was considered to have discharged its remit and while a small caretaker group was set-up to oversee the publication of the document the full committee did not meet again. It is likely that this will have been both the first and the last Central Committee on Guidance - the indicators being that after the 1987 reconstitution of the CCC there are more likely to be cross-sector committees with much broader functions.

During its four years the Scottish Central Committee on Guidance was chaired by Thomas McCool, formerly Divisional Education Officer in the Renfrew Division of Strathclyde Region, and since 1985 the first Chief Officer of the Scottish Vocational Educational Council (SCOTVEC) created by the amalgamation of SCOTEC and SCOTBEC and charged with the responsibility of successfully introducing and promoting the value of the National Certificate. Mr. McCool had previous CCC experience as a member of the Munn Committee and had made his career largely in educational administration. The Committee itself was drawn from the directorate; the advisory service; the colleges of education; schools ; further education and the inspectorate. At the time of its constitution in October 1981 two members of the committee were in guidance posts at the level of Principal Teacher and three members of the committee had guidance management responsibilities at the level of Assistant Head Teacher. By the time of the final report no members of the Committee were working at Principal Teacher level or below. In

general terms therefore the committee was dominated by members with management and supervisory responsibilities for guidance rather than practising guidance teachers.

As statements on guidance emanating from national committees with wide professional representation the report of both the National Advisory Committee on Guidance and of the Scottish Central Committee on Guidance require careful analysis. The privately expressed views within the Consultative Committee on the Curriculum on the state of guidance provide one context against which those reports can be set. The public context however, was somewhat different. The publication in 1977 of three separate reports - Munn,<sup>122</sup> Dunning<sup>123</sup> and Pack<sup>124</sup> - on three interwoven strands of secondary education - the structure of the curriculum in S3 and S4; assessment in S3 and S4; and truancy and indiscipline opened a debate on secondary education that has continued until the present time. Two of these reports - the Munn and Dunning reports - have demanded a massive investment of time and effort and have been the focus of major national development programmes. The third of these reports - the Pack Report - has drifted into obscurity. Whereas Munn and Dunning had little of significance or guidance, the Pack Report had much to say about the quality of guidance provision in Scottish Schools. Indeed the Munn and Dunning reports, while advocating a wide reappraisal of the structure of the curriculum and of the forms of assessment imply in the passing nature of the comments made on guidance that there was not the same cause for concern as there was with the school curriculum and the forms of assessment. The very reference to guidance in the Munn Report is in paragraph 8.13 and is no more than an echo of the 1976 Progress Report:-

"Virtually all secondary schools in Scotland now make some form of organised provision for the guidance of pupils, and special guidance posts have been established in most schools to maintain this. The responsibility for guidance, however, is by no means restricted to the guidance staff: all teachers have a part to play. If the best possible help is to be given to the individual pupil, all aspects of his performance and attitudes must be taken into consideration. We were encouraged to note, in paragraph 5.2 of the Report by H.M. Inspectorate on Guidance in Scottish Secondary Schools, that there is growing co-operation between class teachers and guidance staff, and we would endorse the need for such co-operation in both curricular and personal guidance."<sup>125</sup>

The Dunning Report makes mention of guidance in its consideration of the purposes of assessment. Paragraph 2.5 of the report is in itself an eloquent statement of the relationship between guidance and assessment without making substantial comment on the approach to guidance developed in Scottish Schools:-

"in guidance of individual pupils a wide range of assessments can play a part for prognostic purposes. Curricular and vocational guidance require detailed evidence on particular achievements and attributes in order to help each pupil to make the important decisions about his or her future education or career.....The particular advantage of this approach is that it enables a more informative dialogue to take place between pupil and guidance staff, so promoting increased self awareness on the part of the pupil and understanding of his circumstances and needs on the part of the guidance staff."<sup>126</sup>

With little of significance or substance on guidance it was not unexpected that there was no guidance dimension to the Munn and Dunning Development Programmes. The cursory attention that the Pack Report attracted apart from the sensational publicity arising from the note of dissension by Mr Laurence Demarco which seemed, rather unfairly in many ways, to dismiss the report in a sentence:-

"In relation to what's happening in Secondary Schools at the moment it is a similar irrelevance for eminent educationalists to be discussing palliatives like tarting-up curriculum or tightening up the sanctions on truants - or the establishment of a network of 'sinbins' for the 'indisciplined' "<sup>129</sup> - was unfortunate.

In **Chapter 5** of the report - **Guidance, Social work and Child Guidance** - a very different picture of the role of the guidance system is portrayed than that of the 1976 H.M.I. Progress Report. Four aspects of the guidance system in particular are identified, confirming the weaknesses inherent in the approach to the creation of a guidance system developed through S.E.D. policy in the late 1960's and early 1970's

Firstly in relation to role, the Pack Report contended that "there is uncertainty about the role of guidance. Attitudes in schools towards guidance vary quite widely and there is sometimes a lack of understanding of its function, particularly in relation to discipline. There are, for example, some guidance staff who believe they have no responsibility for discipline and at the other extreme there is the view held by some of their colleagues that guidance staff should handle all disciplinary matters as part of their duties. We do not accept either of these standpoints.

The fact that so many organisations referred to a need for consistent definition as to what is expected of the guidance system illustrated the confusion quite clearly. We therefore recommend that national guidelines should be drawn up describing the functions to be fulfilled by guidance. These guidelines should, however, be flexible enough to give headteachers some scope to organise their guidance teams to suit their schools."<sup>128</sup>

Secondly, in relation to the appointment of staff, the committee was "concerned about the attitude that sometimes appears to prevail in respect of the appointment of staff with guidance responsibility....The criterion for selection for such posts seemed to us often to be experience in a particular subject specialism rather than a background of experience relevant to guidance."<sup>129</sup>

Thirdly and the most openly critical, in relation to training - "there was a considerable weight of opinion in the evidence that suggested a need for structured and systematic training in guidance and we are agreed that the present voluntary nature of training for guidance staff is unsatisfactory. This lack of training reduces the credibility of guidance staff in the eyes of many of their colleagues and the general public."<sup>130</sup>

Fourthly, in relation to time allocation for guidance the Pack report described an unsatisfactory situation - "we found that guidance teams were united in their criticism that they were allowed insufficient time to fulfil their function, which meant that too often they spent such time as they had dealing with the effects of problems rather than in preventing them from happening."<sup>131</sup>

Taken together these four areas of criticism make up a powerful case for a reappraisal of the guidance system starting from first principles and the role and function of guidance in Scottish Secondary Schools. There was however to be no development programme to implement the findings of the Pack Report.

Although it was less than a year after the publication of the Pack Report that the National Advisory Committee on Guidance held its first meeting (May 1978), N.A.C.O.G. was in a weak position from the outset. Its remit was concerned entirely with the training of guidance staff but, as its report admits, training in guidance was essentially a post-experience matter and therefore a prime responsibility of regional authorities to facilitate. The fact that the largest education authority in Scotland had declined to provide representation to the committee on a matter of principle undermined any recommendations that the committee might make.

This matter of principle concerned the status of the Certificate Course in Guidance. Working parties in two colleges of education - Jordanhill and Notre Dame - had reached the conclusion that the colleges of education should offer Certificate courses in Guidance. Such courses, of one-term duration offered some positive response to the recommendations of the Pack Committee on the need for systematic training programmes. Neither college of education had more than one lecturer in Guidance in post and the likely output of certificate holders in guidance - even if regions offered part release of staff during the school day - would be no more than 32. For a Region the size of Strathclyde this posed particular difficulties. In the late 1970's the secondary school population was still expanding, albeit at a lesser rate than had been the

case five years previously, and with the complement of guidance posts related to school size there were significant numbers of vacancies for promoted guidance teachers. If the certificate course in Guidance was to be given currency, holders of the qualification would legitimately expect to have this recognised in the way in which posts were filled. With the college of education undertaking the selection procedures for its own courses there was no guarantee that holders of the certificate would necessarily be seen as acceptable to education officers and head teachers and their failure to gain promoted posts might become a source of embarrassment and contention. There were other concerns as well. Did the investment of resources in a small number of individuals offer better value than programmes of shorter duration offered to a larger number of staff? And more fundamentally, was it wise to provide training away from the institution for one member of the guidance team or should the resources of the child guidance service and the careers service for example be used to provide programmes of training for guidance teams in their own school situation? For these reasons, therefore, the largest region in the country did not associate itself with the work of the National Advisory Committee on Guidance. Those who were left found that this was not the only problem to be faced. Early in its final report, the National Advisory Committee on Guidance recognised that "an additional factor which has presented problems throughout the lifetime of N.A.C.O.G. has been the continuing absence of any national committee appointed through the Consultative Committee on Curriculum to consider the general development of Guidance within the school curriculum. N.A.C.O.G



was set up to consider courses of training, but inevitably found itself considering general guidance problems."<sup>132</sup> In simple terms it made little sense to consider the most appropriate forms of training while there was still no clear vision of the function of guidance in the Scottish secondary school. Further evidence of this vacuum can be found in the conclusions drawn in the N.A.C.O.G. report from visitations made to the different college courses.

During the years 1978-81 when N.A.C.O.G. was in existence a total of eleven certificate courses were mounted across Scotland by the five colleges of education that had appointed guidance lecturers - Aberdeen, Dundee, Jordanhill, Moray House and Notre Dame. Each of these courses had been visited twice by Sub-groups from the National Advisory Committee for Guidance. The sub-group had spent between one and one and a half hours in discussion with the course members. Commenting on the fruits of these discussions the report of the National Advisory Committee on Guidance notes "that there was abundant evidence of strong commitment to the courses, and, because of the group loyalty that was everywhere engendered evidence of even stronger commitment to the members of the various groups. While this produced a strongly supportive situation, it also created its own demands. Also many members were anxious through the courses to establish the credibility of guidance work in the schools, another aspect of this professional tension."<sup>133</sup> The courses, themselves, therefore had become a form of group therapy; mutual support systems for guidance staff who shared similar anxieties about the credibility of their role within the secondary school.

The form that these courses themselves took varied considerably among the colleges of education offering certificate courses. The main debate lay in the extent to which the courses should be biased towards counselling training or should be grounded in the sciences of psychology and sociology and the disciplines of education. Of the five colleges of education offering certificate courses in guidance, three had appointed to the post of lecturer in guidance staff without any practical experience of guidance work in a Scottish school but who had followed a one year diploma course in guidance at an English University. One college had appointed directly from a Scottish secondary school while the remaining college had established a team embracing a wide range of competences co-ordinated by one member of staff with neither qualification or experience in guidance in schools. The weight of opinion of those lecturers who had a counselling background prevailed within the National Committee on Guidance. Cognitive learning, psychological and sociological theory and educational principles were to make way for skills training.

"There is evidence too that helpers who have had extensive training in psychological theory do not necessarily help their clients, and that para-professional helpers, when properly trained in the skills of helping, but without extensive training in psychological theory, can become very effective - sometimes more effective than full professionals.

If a choice has to be made between skills training and cognitive learning, some believe it would be better to choose the former.

Of course it would be better if the choice did not have to be made

at all, and theory should have a practical impact on the helper's ability to help. The literature of the subject in general shows the necessity of teaching skills systematically and experientially to anyone who is to be involved in the helping profession. Often the training of helpers has been overloaded with psychological theory and the approach has been highly cognitive often at the expense of skills training and experiential learning. Such courses focus on one or other source of learning to the exclusion of all others. It has been found that those training programmes are the most effective which integrate all sources of learning and which focus systematically on the primary conditions and skills of helping around which the secondary skills might be built."<sup>134</sup>

In the language of that section of the N.A.C.O.G. report it is clear that while this was a prevailing view within the committee it was not a unanimous view. In practice, however, a form of words that could be agreed by those who held differing views, could not disguise the fact that the Certificate Courses as they were offered to teachers differed considerably. The description of course content from the certificate courses offered by two colleges of education in 1979 - Aberdeen and Moray House - is reprinted as Appendix B. (See appendices). The Aberdeen course was built around "skills training" and preparing "para professional" helpers who have counselling skills and an understanding of the context within which they operate. The Moray House course was essentially a cognitive experience drawing heavily on the theory with a minor element of skills training. Both were recognised as Certificate Courses in Guidance conforming to the guidelines of the National Advisory Committee on Guidance. Yet behind each of

these course submissions lay rather different assumptions about the role of guidance, particularly in relation to the significance of counselling as a dimension of that role.

While such differences in underlying psychology could be overcome by skilful drafting in a report because there was a common purpose in establishing the certificate course as the recognised level of training for guidance staff there were other weaknesses that were more difficult to disguise. The National Advisory Committee on Guidance simply lacked the weight of authority to make its recommendations effective. No college of education was able to operate the Certificate Course on a full-time one term structure. As the report conceded - "commonly the work of the one term was spread over the whole academic session, but there is some evidence that teachers found this a long haul."<sup>135</sup> More seriously the Certificate itself was of dubious status, N.A.C.O.G. had recognised the difficulties envisaged by the Scottish Education Department about the emergence of a formal teaching qualification in guidance. For the foreseeable future the Certificate in Guidance would not lead to a formal special qualification. The best that could be said about the value of the course was that "the award of a College Certificate will be the measure of the worth of the award and of its holder."<sup>136</sup>

Unlike the National Advisory Committee on Guidance, the Scottish Central Committee on Guidance began from a position of some strength. The H.M.I. Progress Report, the Pack Report and the report of the National Advisory Committee on Guidance had in their different ways promoted the need for a properly constituted national committee to oversee the development of guidance. The remit given to the

Central Committee on Guidance by the Committee on Secondary Education did not fully express the concern that had been voiced in the discussions in the Committee on Secondary Education. The Central Committee on Guidance was not asked to examine the fundamental issues of the purposes of guidance in the Scottish Secondary School nor to evaluate the existing structures. Nevertheless the remit given was sufficiently broad as to allow the committee to range widely over such issues of principle.

In its four years of existence from 1981 to 1985 the Scottish Central Committee on Guidance generated an enormous volume of material both within the Committee itself and in the form of responses made to its interim report published in January 1983.

Both written and oral evidence was taken - more than 100 written responses were submitted. The final 52 page report of the

Committee published in 1986 was very much the distilled wisdom of its members in the light of these responses. No specific response was mentioned in the final document and these papers together with the committee's background papers remain unpublished with one

exception. In January 1984 a paper<sup>137</sup> submitted to the Task Group on Guidance of the governments 16+ Action Plan was circulated to schools and colleges by the Scottish Central Committee on Guidance. Written permission has been sought and granted to make use of the unpublished papers of the Scottish Central Committee on Guidance in the course of this research.

In many ways the most significant documents are the responses to the interim report because these provide valuable insights into opinions and thinking on guidance across a wide range of educational interests in Scotland. Of the total number of responses

more than half come from secondary schools or from individual teachers. Those in themselves represent an interesting cross-section of views that are expressed more fully in later chapters of this research exercise which deal with policy-making and practice at school level. More significant however were the responses received from education authorities, colleges of education, professional associations, national association, and the churches. Indeed the Scale and breadth of the response to the interim report was greater at that time than any other C.C.C. statement since the evidence taken by the Munn Committee. Three education authorities - Central Region, Strathclyde Region and the Western Isles; three Colleges of Education Craigie, Jordanhill and Moray House; two professional associations - the Educational Institute of Scotland and the Scottish Secondary Teachers Association submitted responses. There were responses also from the Secondary Headteachers Association; the Church of Scotland Committee on Education; the Catholic Education Commission; the Scottish Parent Teachers Association; and from other Committees within the C.C.C. structure. From south of the Border there was a response from the Schools Council.

The document to which these responses were made - the interim report\* of the Scottish Central Committee on Guidance had been a hastily written document as was openly admitted in its preface:- "It was apparent very early in the life of the committee that the scope of the remit and the limited time available would make consultation beyond the committee largely impractical. This has turned out to be the case and the report has had to be produced without the benefit of dialogue with outside bodies or individuals... The committee is very conscious that a great many issues have

\* the interim report is now out of print and will not be reprinted.  
For ease of reference the text of the report is reprinted as Appendix C.

had to be left unexplored or touched on only briefly and often inadequately. The scope of our work has been contrained by pressure of time and the requirements of the remit "<sup>138</sup> The way that the committee chose to work during that year to a large extent determined the nature of the report that was prepared. The committee chose to take for granted the assumptions made in both the Orange Paper and the H.M.I. Progress Report about the purposes of guidance in spite of its claim that "the function of guidance as defined in the Orange Paper and the H.M.I. Progress Report is in need of reassessment."<sup>139</sup> This is evidenced in the fact that no attempt was made to redefine guidance or to question its purposes. Instead the report drew strength from the positive comments on guidance made by the Munn and Dunning committees while ignoring entirely the critical comments of the Pack Report and drawing attention to a statement made in the Pack Report that was unobjectionable:-

'Munn, Dunning and Pack made specific references to guidance. The Munn Report reinforced one of the key principles of the 1968 Orange Paper.

'The responsibility for guidance is by no means restricted to the guidance staff: all teachers have a part to play' (Munn 8.13) The Dunning Report drew attention to the relationship between guidance and assessment

'.....in guidance of individual pupils a wide range of assessment can play a part for prognostic purposes: Curricular and vocational guidance required detailed evidence or particular achievements and attributes in order to help each pupil to make

the important decisions about his or her future education or career' (Dunning 2.5)

S.C.C.G. has extracted these statement as example of an awareness in these reports of the importance of guidance and is concerned that the guidance related aspects receive the attention and resources which they deserve in the Munn and Dunning Development Programme.

It is from the Pack Report, however, that S.C.C.G. identifies a statement of principles which has influenced its deliberations. It is that 'the organisation, curriculum and staffing structure of a school should be designed to accord with the ideas of a caring society and should meet its requirements for all pupils insofar as this is possible' (Pack 1.24)"<sup>140</sup>

By adopting this approach and by using the philosophies of earlier statements from the C.C.C. and S.E.D. as the tramlines of the committee's thinking it was not necessary to draw on comparative studies or a wider research. The interim report makes 15 references to other statements all of them taken from 'official' publications. The assurance that this approach offered was that at least the report was likely to be seen as credible in the eyes of its parent committees, the Consultative Committee on the Curriculum and the Committee on Secondary Education.

The main task of that first year became therefore not a fundamental reassessment of guidance but consideration of the extent to which working practices would be altered by the implementation of



government policies in relation to Standard Grade development and by changing social and economic circumstances in particular the levels of youth unemployment. Three working groups were set up - on Roles; on Guidance and the Curriculum and on Vocational Guidance. The reports of these groups formed the main body of the interim report:- Chapter 3 - The organisation of Guidance in the Secondary School being based on the report of the group on Roles; Chapter 4 - Guidance and the Curriculum and Chapter 5 - Careers Education. Of these three sections of the document, that on Roles would have been the most likely to have made incisive comment. In fact, however, Chapter 3 was the most management-orientated chapter of the report. In marked contrast to the importance of helping skills of guidance staff, the Central Committee on Guidance defined the responsibilities of promoted guidance teachers very much in terms of middle-management in a hierarchical structure:-

"S.C.C.G. endorses the role of the promoted guidance teacher as one of knowing and being known by the pupils in his charge; contacting and communicating with parents; collaborating with external agencies in the interests of pupils; liaising with subject teachers; supporting and training first level guidance teachers; record-keeping and reporting. Increasingly an important aspect of the role is that of co-ordination, linking those with a shared interest in the individual pupil. The Committee recognises that the promoted guidance teacher has an important role in helping to shape school policy in areas such as curriculum, assessment and learning difficulties."<sup>141</sup>

Indeed the whole spirit of the interim report is that of defining duties and responsibilities of guidance staff and emphasising accountability to school management. That such an interpretation was general within the profession can be supported from an analysis of the responses. There were interests for whom this was most acceptable - notably education authorities and headteachers.

"The form and content of the report is generally welcomed....This statement is in line with the thinking of this authority".<sup>142</sup>

"It was essential that such statements should be made at least for the benefit of each new generation of teachers to whom the 'old ideas' of the role of the effective teacher might be completely foreign."<sup>143</sup>

"The report is warmly welcomed and we would congratulate the Committee on producing this excellent document in such a short time."<sup>144</sup>

Predictably a document which received such support from management interests was likely to strike a discordant note with professional associations.

"This is a disappointing report which is no real surprise. As usual it contains recommendations only and, while containing phrases such as "importance of", "necessity of" and "the need for" gives vague contradictory indications of the means by which these ends are to be reached. Using this technique there is little possibility of describing the current role of Guidance and Guidance Staff in Scottish Secondary Schools as there is such a huge variation in organisation between different schools and a simple picture can only

come from a unified system. The form of any guidance organisation depends on the definition of guidance. Here lies the weakness of the report: if you do not ask the right questions, you will never come up with the right answers .....Since the report does not approach guidance in this way, it turns out to be too vague and indefinite with bland civil service/EA jargon".<sup>145</sup>

"Many of the conclusions and recommendations listed in Section 6 of the report are non contentious, representing what is generally recognised as good practice in most schools. The committee, however, has not yet devoted its attention to a fundamental examination of guidance organisation. The 'dichotomous situation' referred to in paragraph 3.13 [i.e. between subject teachers and guidance teachers] is real, not potential and is the result of the wholly unsatisfactory manner in which guidance was introduced, The view that guidance is a necessary function which should be the concern of all teachers rests uneasily with a situation in which a few teachers are appointed to posts of special responsibility and paid a higher salary for performing that function: It is a regrettable fact that guidance as presently organised, is looked at with a great deal of scepticism by many "non-guidance" teachers. There is a need to get back to the former situation where all teachers with a sense of professional responsibility accepted the duty of concern for the pastoral welfare of their pupils."<sup>146</sup>

That such a document is accepted to management and unacceptable to the professional associations, of itself, says little of the quality of thinking that lies behind it. The most damaging assault on the interim report came in a response that could hardly be described

as vested interest, namely that from Moray House College of Education. In a detailed and carefully worded statement prepared by the Secondary Studies Sub-board of the College's Board of Studies and submitted as a formal college response, it was stated that "In general, this is a disappointing document in terms of any real initiative or decisive thinking for the future....It is a good summary of the present situation but it is difficult to see the justification for its publication in this form at this stage in the Committee's thinking....There is a constant shying away from basic and contentious issues....As a survey of the present situation and of areas therein regarding consideration and decision, the report is reasonably satisfactory and is the sort of thing one might envisage the committee preparing as a starting point. It, however, leaves a great deal to be desired in terms of both analytical and creative thinking. We need a document which is much more incisive and much less cautious."<sup>147</sup>

While the practitioners may have been more concerned with specific recommendations than with the level of analytical and creative thinking of the document, the charges made by the Moray House College of Education response, require examination. Central to the line of argument of the interim report is the concept of "the school as a caring community."<sup>148</sup> It is argued that it is at this fundamental level that the notion of guidance as a whole-school responsibility first comes to have meaning. Care and concern are the shared responsibility of all staff. The concept of the "School as a caring community is itself a borrowed idea, derived from the philosophy of the Pack Report that the organisation, curriculum and staffing structure of the school should be designed to relate the ideas of a

caring society. While it would be difficult to find such sentiments objectionable, not all teachers necessarily see the school as an extension of the welfare services in quite this way. This point was made forcibly in one school response:- "Objection taken to the frequent use of the word 'caring' on the grounds that it has now become a highly devalued and unacceptable term. Before the comprehensive system, schools could be described as places of academic learning, but in the past 12 years, due to the introduction of the guidance system and social changes, they have become "caring communities,"<sup>149</sup> Moreover by not offering any definition or amplification of the term caring, it is left open to any interpretation. Most headteachers whatever their regime would argue that they believed they were building a caring community. So also however did the managers of the nineteenth century workhouses. Caring as a notion is far to wide variation in interpretation. By basing its analysis of the guidance as a whole-school function on an ill-defined concept of the school as a caring community the interim report is open to the charge that it lacks analytical and creative thinking.

"Within a positive caring it is still necessary to organise systematic and specific guidance provision if certain pupil needs are to be met."<sup>150</sup> The interim report argues that the caring school is not simply the by product of the good intentions of the staff. There has to be a structure of responsibilities - a hierarchy of guidance posts.

At the apex are the senior management of the school..

"Ultimate responsibilities for guidance lies with the Head Teacher whose overall positive attitude to guidance is crucial to its

successful development. Delegated responsibility for the management of guidance can be structured in various ways within the senior management team."<sup>151</sup> Principal Teachers (Guidance) provide the middle management tier. The base of this pyramid is in the terminology of the report - "the first level guidance teachers."<sup>152</sup> The role of the first level guidance teacher involves regular daily contact with a group of pupils, in a way that it is reminiscent of the form teacher/register teacher role which was slowly abandoned in the 1970's with the advent of computerised registration and with the reluctance of teaching staff to undertake what were seen as clerical duties. The justification for the revival of this role was expressed in the following terms in the interim report:-

"The first level guidance teacher's regular contact with pupils and knowledge of them should help him to develop a sensitivity to pupils views and create an awareness of the particular stresses and strains that pupils are experiencing. For this reason, the first level guidance teacher is in a position to offer consistent and regular encouragement and support to pupils and to co-operate with specialist guidance staff in ensuring that pupil needs attract an appropriate school response. He is also in an excellent position to interpret the school and its policy to pupils and to feed back impressions or views gained from them to school management and guidance staff."<sup>153</sup>

In management terms such a role is highly desirable, providing, as it does, a clear chain of accountability as well as communication from Head Teacher to the most junior member of staff. Yet it is strangely at odds with the concept of the school as a caring community. Why for example is it necessary to provide a particular slot on the time table each day for teachers to offer consistent and regular

encouragement and support to pupils and to co-operate with specialist guidance staff in ensuring that pupil needs attract an appropriate school response. In a genuinely and consciously caring school there is no dimension of the role of the first level guidance teacher that could not be fulfilled in the English, the Mathematics or the Science classroom. Indeed rather than support the total guidance effort of the school, the first level guidance role might even be seen to undermine it if the inference is drawn that because such a role exists, there is a diminished responsibility on the class teacher to show care and concern for his pupils.

In these two central aspects of the interim report - the notion of the school as a caring community and the advocacy of the first level guidance role as an essential part of the schools guidance structure the document is vulnerable to the kind of challenges made in the Moray House response.

While however, the responses to the report can be used to test the arguments of the Scottish Central Committee on Guidance they can be seen also as providing valuable insights into the perceptions of guidance of those who prepared the responses. In general there were the familiar pleas from guidance staff for greater recognition of the work that they were doing and for wider opportunities for in-service training. There were also three specific recommendations in the report that provoked a barrage of hostile response.

These recommendations were in relation to first-level guidance; the full-time guidance specialist and home-visiting by guidance staff.

Concerning the first level guidance role it has already been shown

that the report itself was naive in its thinking on this issue and the point was made also in a few school responses that the role of first level guidance teacher was overstated while the important role played by the subject teacher was undervalued by contrast. This was not however the main line of argument that came through in the vast number of responses to this recommendation. While a few schools offered positive comments the great majority were outright rejections. The argument put forward in rejection of this role can be classified broadly into five categories. A feeling that the concept was naive and ambitious in that it anticipated a level of commitment from teachers that is missing and what would happen with teachers who failed to carry out their new responsibilities to the satisfaction of senior staff. A second line of attack was the fear that staff resentment of having such a role imposed on them would threaten the existing goodwill between guidance staff and class teachers. Others claimed that a new title and the introduction of another layer in the guidance structure would make Guidance more confusing to pupils and parents. A fourth complaint was that problems of confidentiality would arise if there was wider access to pupil information. And lastly a widely shared concern that the development of a first level guidance structure could be used to dilute the existing guidance system. These responses coming as they did, in the main, from guidance staff reveal certain assumptions about the attitudes and the professionalism of other teachers. The implied suggestion is that staff not in guidance posts are likely to lack commitment to guidance work and to be less trustworthy in their handling of sensitive information on pupils. The widening of responsibility for guidance work is perceived, moreover, as a threat to the established guidance



structures of the school. These misgivings were expressed in their own different ways in a clear majority of the school responses but perhaps most succinctly in two responses from secondary schools in different regions of the country -

"I consider this to be an unfortunate jargon phrase to describe the register teacher. While valuing the help the register teachers can give to pupils and guidance staff. I do not consider that they should be asked to extend their role. I have tried this in our school and found the response too varied to be satisfactory. Indeed, a cynicism was found in some teachers which was counterproductive. I cannot think that our school is alone in this. One must be careful not to be taken in by lip-service."<sup>154</sup>

and

"We felt that this was an over-simplistic and idealistic concept that could in the long run prove counter productive. (cf. the compulsory teaching of R.I.). While fully appreciative of the help, interest and encouragement offered by most form teachers, it should be remembered that not all subject teachers are committed to further involvement beyond routine registration."<sup>155</sup>

Clearly there is some substance in these criticisms in that similar arguments can be found in the responses from the professional associations written on behalf of a membership far wider than guidance staff:-

"Use of the term 'first level guidance', while sound in its definition, would in fact be counter productive since staff resent having imposed on them a role in a system for which they are neither trained nor paid."<sup>156</sup>

(Educational Institute of Scotland)

"the concept of 'first level guidance teachers' is not likely to be well received by the profession without a radical reappraisal of guidance organisation."<sup>157</sup>

(Scottish Secondary Teachers' Association)

Yet a deeper truth is to be found in the response of the Board of Studies of Jordanhill College of Education. Taking the minority view and offering support to the concept of the first-level guidance role, the Jordanhill College of Education response stated -

"We believe that there has been a danger that guidance staff might become a separated tribe and that the role of first-level guidance, be it in the hands of form -, house - , section - , or register - staff is not only a valuable role but an indispensable part of the total process of caring and guiding, a process which should have a planned continuity for the sake of the individual pupil."<sup>158</sup>

The notion of a separated tribe suspicious of the attitudes, commitment and professionalism of colleagues seems a particularly appropriate analogy in view of the kind of attitudes displayed in the responses of guidance staff to the development of the first level guidance role.

A second specific recommendation to find little support in the responses to the interim report was the full-time guidance specialist. In its analysis of the different levels of guidance responsibility to be discharged, the interim report argued that there was justification for a specialist role beyond that of the principal teacher (guidance). Such a role in no way diminished the need for a full complement of principal teacher (guidance) and assistant principal teacher (guidance) posts.

"The argument for such a specialist rests on the assertion that there are co-ordinating and developmental functions which need to be performed within any effective guidance system and that these functions require a high level of expertise and time. Such functions can be defined as responsibility for the counselling process within the school, responsibility for development and co-ordination of the guidance programme as a structured part of the formal and informal curriculum of the school and responsibility for staff development. Each of these is an important function which can be seen to be performed at present, in some measure by Head Teacher, Senior Management, Guidance Staff or attached Social Work Specialists. There is, however, an argument that the high level of expertise that these tasks demand might be more suited to a full-time specialist, a form of Guidance consultant, with appropriate training in the skills of counselling and with sufficient time to carry out the responsibilities."<sup>159</sup> There is an obvious medical analogy - the principal teacher (guidance) as the general practitioner; the full-time guidance specialist as the consultant. This, however, merely disguises rather basic weaknesses in the argument. In particular, no consideration is given to how such an appointment might be reconciled with the guidance hierarchy that the report advocates. It is conceded that each of the functions described can be seen to be performed already, largely by school management. Yet there is no indication given of the level of responsibility to be carried by this post although the implied suggestion is that this would not be seen as a management post. That such a full-time guidance specialist can function effectively in other parts of the United Kingdom and in the United States is not in doubt. But in the context of Scottish education

since the early 1970's where line management has been stressed there are very real difficulties, not considered by the interim report, in reconciling such a post with the existing hierarchy of promoted posts.

In the responses to the report the strength of feeling against this recommendation was such that there was not a single response from a school which indicated support for the idea. Reaction varied from grave reservations to emphatic rejection. Three responses from different parts of the country typify the reactions:-

"The full-time guidance specialist:- nobody was in favour of creating a post like this mostly because there would exist a lack of credibility in the eyes of both pupils and teachers."<sup>160</sup>

"A guidance specialist in school with no teaching commitment would have little credibility with teaching colleagues and would only add to existing divisions."<sup>161</sup>

"We think there is no good case for appointing full-time guidance specialists. Much of our work derives from the pupil in a classroom situation and it would be too easy for a full-time guidance teacher to become divorced from the realities of school life and so to lose his standing among colleagues."<sup>162</sup>

Broadly, these reservations concerned the lack of qualification of guidance teachers to undertake such a role; the dangers of isolation from other aspects of school life and above all the lack of credibility. This lack of credibility, seemingly, arising less because of the lack of training of the present guidance practitioners who might be asked to undertake the role but because of the lack of

teaching workload.

The third specific recommendation to provoke a hostile response concerned home visiting by guidance staff. The interim report did not in fact recommend home visiting by guidance staff - the comment being no more than :-

"occasionally guidance staff are involved in home visiting and it is recognised that there are conflicting views on this issue among guidance staff. S.C.C.G. believes that home visiting by guidance staff is an area worthy of further research."<sup>163</sup>

More than anything else the responses bore out the contention that research on home-visiting was necessary. Whereas with the recommendations on the first-level guidance role and on the full-time guidance specialist there had been almost outright rejection in the responses there was a much wider spectrum of opinion on home visiting. At one extreme was the view that "without a degree of home visiting I would suggest that guidance practice will lack an essential dimension."<sup>164</sup> From a Lothian Community School came similar reaction:-

"Home Visiting - we believe that guidance teacher and indeed first level guidance teachers should visit parents in their homes. It reduces the alienation which many parents still feel about school; it helps parents relax; it displays a caring attitude. We believe and put into practice that guidance teachers should visit homes."<sup>165</sup>

At the other extreme however was the more frequently expressed rejection - "We are strongly opposed to home visitation by guidance staff for a variety of reasons."<sup>166</sup> The variety of reasons included the fear that it would lead to resentment by parents and pupils, that pupils are more sensitive as they grown older and might see it as interference and that in any case links between school and parents

were not as close as in primary. Another argument stated that it would be regarded as an invasion of privacy, that it would tend to dilute parental responsibility, that there was not enough time anyway, and that in some instances the safety of the visitor might be in danger.

Contradictions abounded in the responses on home visiting. An Adviser in Guidance with responsibilities in a largely urban division expressed "reservations about the usefulness of home visits. I appreciate that there may be a change of attitude in different parts of the country, but I feel that in the more deprived urban areas of Strathclyde, such visits should be treated with caution. Too often, rightly or wrongly, teachers are considered part of the establishment by many parents and many well intentioned visits could well turn out to be counter-productive."<sup>167</sup> Quite the opposite view was expressed in the response from a school in a small country town in Tayside Region:- "We view with some trepidation the idea of home visits. There may possibly be a case for promoting these in large towns, but in a small burgh or a rural area, where school staff and parents form part of a restricted community, there could be problems."<sup>168</sup>

The distinction between teacher and social worker could be used both to support and to oppose home visiting. "Great reservation was expressed towards the involvement of Guidance staff in home visitations. The role referred to is surely more in line with the provision of a full-time social worker in schools. The Guidance Teacher is essentially that - a Teacher!"<sup>169</sup> This response from a group of Strathclyde headteachers was fairly representative of the

kind of comments made by teachers but it was not unanimous. A few responses turned around this argument to claim that it was precisely for the reason that teachers were not social workers that they could find home visiting a profitable experience. There was not the stigma that still attached, in some parts of the county, to contact with social work departments:-

"Teachers are not social workers or attendance officers; I believe that home visiting by a teacher can be valuable."<sup>170</sup> Perhaps the main reason why there was such disparity in these responses is that many of the statements made by school staff on matters like home visiting were based on supposition, opinions and preconceived judgements.

The interim report of the Scottish Central Committee on Guidance and the responses received are revealing both of the committee itself and of attitudes to guidance within the teaching profession. It is tempting to see the interim report as further evidence in support of the argument advanced by Humes that "of the input to S.E.D. thinking comes largely from groups that perceive the political and educational world in a similar way, then the likelihood of genuinely new insights and ideas is greatly reduced. What will happen, in fact, is that existing ways of conceptualising problems will be confirmed. There will be little to challenge the conventional wisdom. Indeed the whole exercise can easily become an extended show, whereby a process of mutual reinforcement masquerades as democratic consultation."<sup>171</sup> The responses, however in their own way revealed how little research has contributed to thinking about pastoral care and the real lack of knowledge about

itself and its role in the education process.

Between the publication of the interim report in 1983 and the presentation of the final report to the Committee on Secondary Education in 1985, the Central Committee on Guidance by varying means - through research, further discussion and wider consultation - considered more fully the main issues identified in the interim report. The final report is in every sense a much fuller statement on guidance than the interim report. Its thirteen chapters are wide-ranging dealing with guidance and the curriculum: guidance and assessment; guidance and the home together with more specific issues such as the implications of 16+ developments and of falling school rolls for guidance. Nevertheless there is little in the way of new thinking on the central issues. No redefinition of guidance is provided and the same definition of guidance structures and roles are carried forward from the interim report. This is recognised by the report itself - "the document is the result of 3 years deliberation, consultation and discussion by the Scottish Central Committee on Guidance. It subsumes an "interim report" of January 1983 and "Guidance in the context of 16-18 developments" which was published in 1984. Readers will recognise positions carried forward from the other documents, whether entire or in part"<sup>172</sup> The foreword to the report on behalf of the CCC commends the document stating that it "complements the work of other committees and groups currently examining related areas in Scottish education. It develops the role of guidance in the context of the other major changes which are taking place in schools and establishes the importance of planning future guidance provision



in harmony with other curricular and organisational developments."<sup>173</sup>

The final report, therefore, was in no sense a radical statement.

The process of consultation on the interim report did not shift views. On the three specific issues where criticism of the recommendations in the interim report had been most severe, namely, the role of the first level guidance teacher; the full time guidance specialist and home visiting, similar positions were adopted in the final report.

On the first level guidance, no concession was made:-

"The committee acknowledges that the concept of the first level guidance teacher as developed in our interim report did not attract universal support and was open to misunderstanding. We wish to say again that we see it neither as a radically new concept nor as diminishing the guidance responsibility which is part of the role of all staff. Rather we believe it to be derived from similar roles which either exist or previously existed in many schools and we see it as a means of enhancing the opportunities for all staff to contribute to the guidance effort of the school by involvement in an improved guidance structure."<sup>174</sup>

That the recommendation did not attract universal support disguises a harsher reality in terms of the level of support that it actually gained. And to claim that this hostility was the result of misunderstanding is not to do justice to those respondents who put forward the valid argument that the role of the first level guidance teacher was overstated while the significant role of the subject teacher was underplayed. Even in the short period of time between the interim report and the final report a further shift in emphasis can be discerned as many school subjects become less

formal in their teaching and learning strategies with longer pupil-period contact than registration teachers.

On full-time guidance specialists, the Central Committee on Guidance clarified its position without conceding the argument. "We are aware from the responses to our interim report that anxiety is generated by proposals to introduce counselling specialists into schools. Such anxieties often derive from a suspicion that such staff would be so isolated from the main life of the school as to be out of touch with their colleagues. However, the role which the S.C.C.G. would envisage is one in which teachers with counselling skills are fully integrated into the work of the whole guidance programme and, although their guidance work will take priority, may well have subject commitments."<sup>175</sup> The role of the counselling specialist was clarified to the extent that it might not necessarily be full-time and the responsibilities would be the implementation of a counselling service available to all pupils and the provision for teachers of a consultancy service together with staff development in counselling.

On home visiting by guidance staff the final report conceded further ground to the evidence of the responses while continuing to maintain its principle.

"For parents who, for one reason or another have genuine difficulty in coming to school, home visits may be much appreciated. This was one of the issues in our interim report which provoked considerable concern. Responses to that report suggest that in all but a few schools, home visiting is restricted to crisis situations where pupils have to be taken home for reasons of illness. However,

evidence from areas where home visits are made more extensively would seem to suggest that the practice can make a significant contribution to cementing home-school links and highlights the school's caring role. The willingness of the guidance teacher to visit a pupil's home is in itself a token of the importance he places on establishing contact with the parent, as well as providing an opportunity to increase his understanding of the child in school. While recognising the worth of such visits, we nevertheless appreciate the apprehension that some teachers feel about them and the possible apprehension on the part of parents also. We recommend that schools should consider a policy of home visiting. But we recognise that development in this area should be cautious, and involve careful preparation and planning to enable the purposes of the visit to be met."<sup>176</sup>

Whether there is sufficient reassurance in that recommendation to allay the fears and suspicions of staff in schools is, however, open to question.

In other areas the final report is constructive. Its analysis of the role of guidance staff in pupil discipline is balanced and perceptive - emphasising that while guidance staff cannot opt out of discipline systems, they should not be regarded as simply part of the upward chain of referral in matters of discipline. On matters of training the report sets out a pattern of training from basic courses to degree level work. The level of qualification identified as the basic requirement for holders of promoted guidance posts is the Certificate courses. It is recommended that it should be a requirement as a condition of appointment for all new appointees to guidance posts that they have undertaken or agree to undertake

such a course. If this recommendation had been made a decade earlier, after the Pack Report or even at the point at which the National Advisory Committee on Guidance was being constituted, it would have had considerable significance. Coming at a point in time however, when there is little possibility of more than a trickle of new posts in guidance, it is much less effective for there is no likelihood of retrospective "legislation" that would require staff in post to undertake such training.

In spite of these constructive recommendations there is a sense in which the final report of the Scottish Central Committee on Guidance was a missed opportunity to question the very purposes of guidance in Scottish schools and to examine whether a bureaucratic structure of promoted posts and a pyramid of responsibility was the most appropriate structure. There is evidence even in the report itself, that such a structure cannot be sustained indefinitely. Firstly as school rolls fall and there are fewer secondaries with 1500-2000 pupils and many more in the 600-800 range the need for complex structures to ensure that each child is known in some depth by one member of staff is diminished. Implementation of the recommendations on the Central Committee's report would however create an even greater structure of posts in smaller schools. It is argued in the report that not only should the present complement of promoted posts in guidance be retained at both Principal Teacher and Assistant Principal Teacher level, supported by a larger pool of first level guidance teachers, but that there should also be at least two additional specialist posts - the Counselling Specialist and the Careers Specialist. One member of the management team, in addition, has the responsibility for co-ordinating the whole guidance provision. There is little justification for a structure as

bureaucratic and cumbersome in a school of 600-800 where it is easier to develop a sense of community and where staff have the opportunity to get to know a larger proportion of pupils as individuals. The problem that remains however is that without a proper evaluation of the function of guidance in the Scottish Secondary School it is not evident which tier or tiers of the structure - the first level guidance teacher; the promoted guidance teacher; the highly trained specialist; the manager of guidance - is redundant.

Secondly, and in some ways more immediate, because it concerns the practitioners themselves in a sense of grievance over the levels of responsibility payment being paid to guidance staff. In a time of expanding rolls, the principle of relating both the number of posts and the payment made to guidance staff to roll band, worked well. In a time of recession it has a double-edged effect. Both responsibility payments and the complement of posts are reduced. In the responses to the interim report the unfairness of this was highlighted - whereas the workload of any individual promoted guidance teacher is not reduced, his or her responsibility still extending to 300 pupils, the responsibility payment falls. This raises also the issue of whether it was ever justified in making differential responsibility payments to guidance staff in relation to school sizes. For promoted subject principal teachers, differential payments by school roll is a different matter because with only one principal teacher in each subject area regardless of school size workloads do vary enormously. Linked to this are the difficulties experienced by holders of the post of Assistant Principal Teacher (Guidance). These posts were always intended as

training guides for those who would become Principal Teachers (Guidance) having shown suitable aptitudes. With the very limited opportunities now open to Assistant Principal Teachers (Guidance to become Principal Teachers (Guidance) many able Assistant Principal Teachers now feel a sense of frustration and simple line management between Principal Teachers and Assistant Principal Teachers becomes less and less appropriate. For Principal Teachers and Assistant Principal Teachers in the subject areas, falling rolls have no similar consequences. Unless there is a massive programme of school closures there will remain as many opportunities for Assistant Principal Teachers to become Principal Teachers.

The final report of the Central Committee on Guidance does not face up to either of these realities. By reiterating support for a structure of promoted posts that has its origins in the 1971 Green Paper, there is a failure to come to terms with the changed circumstances of the 1980's. Yet in its advocacy of new forms of organisation such as the counselling specialism and the careers specialism, there is a recognition of the inadequacies of present approaches. The answer cannot lie however in imposing new structures in addition to existing structures. Rather what was essential at national level was a fresh analysis. In preparing a final report that was contextualised within other S.E.D. and C.C.C. statements rather than offering original and creative thinking on how the personal, curricular and vocational guidance needs of young people might be met within the secondary school, the Scottish Central Committee on Guidance provided protection for existing guidance interests. That in itself may not be a disservice because there are dangers in any time of financial constraint, that existing structures may be dismantled without any rebuilding.

It does mean, however, that the thinking on guidance at national level over two decades (which was explored and dicussed in Chapter 4) has not been sharpened as fully as it might by the Consultative Committee on the Curriculum, although it is to the credit of the CCC that for the first time a national discussion on guidance was initiated and supported over a period of five years.

## CHAPTER 6

### GUIDANCE IN SCOTTISH SCHOOLS:

#### THE NATIONAL CONTEXT (iii) THE ROLE OF INSTITUTIONS

This chapter considers the resources for research and development and the opportunities for training provided in Scotland since the introduction of formal guidance systems. It is not uncommon to find research, development and training organised together, as for example, in university education departments and colleges of education. There are other bodies charged with specific responsibilities such as the Scottish Curriculum Development Service and the Scottish Council for Research in Education. There is also the role of the Scottish Education Department, itself, which makes available through its Research and Development Unit the major part of research funding in Scotland. In the context of this research exercise the roles of the colleges of education; the central institutions and the universities are by far the most significant.

The Scottish Curriculum Development Service exists to support the Consultative Committee on the Curriculum in its developmental role. As such its activities are determined by the priorities of the various C.C.C. Committees. Prior to the establishment of a Central Committee on Guidance in 1981, more of the S.C.D.S. centres had any responsibility for the development of guidance. With the establishment of the Central Committee on Guidance, the S.C.D.S. Glasgow Centre housed within Jordanhill College of Education assumed responsibility for guidance. The extent of this responsibility was



however, to provide professional and secretarial support. Within the context of C.C.C. activities in the early 1980's such limited resourcing was understandable. The main focus of C.C.C. activity since the late 1970's has been the Munn/Dunning Development Programme and a shift towards secondment of staff from schools to assist with the implementation of the Government Development Plan. This has taken over from the large scale project - the best example of the latter being perhaps the Education for the Industrial Society Project set up in 1977 as a five year plan to bring together the resources of curriculum development centres at national and regional level to achieve the aims set out for the project. The target population for the project was the Secondary population without exception. The term "industry" was interpreted as meaning all areas of employment. It is possible to point to both the Munn-Dunning development work and a large scale project such as the education for the Industrial Society Project to illustrate the subject-centredness of these activities of the Scottish Curriculum Development Service but that is to do no more than to point out the subject-centredness of the C.C.C. itself.

The Scottish Council for Research in Education has over the past decade supported research in the broad field of guidance, most recently through the work of Sandy Ryrie and others on Guidance and choice in the 16-18 Action Plan begun in August 1984 with a grant of £66.177 and additional funding from the Scottish Business Education Council. This project has studied and evaluated arrangements for guidance and choice within the modular structure of the 16-18 Action

Plan, addressing issues such as - the importance of choice; the opportunity for choice; the criteria for choice; the character of guidance; the content of guidance and the structure of guidance in three selected further education colleges.

In terms of commitment of human and material resources it has been the colleges of education, particularly those with a strong presence in secondary education that have provided the strongest support for guidance. Five colleges of education, Aberdeen, Dundee, Jordanhill, Moray House and Notre Dame (now St. Andrew's) have maintained lectureships in guidance since the early 1970's. Notre Dame College of Education was the first to appoint a lecturer with a specific remit in the field of guidance - in this case a retired Secondary Headteacher. Other colleges of education followed by redesignating a member of the college staff, in most cases a lecturer in psychology who was then seconded for a year to one of the diploma level training courses in English universities. In 1973 Notre Dame appointed to the lectureship in guidance a practising guidance teacher in a Scottish Secondary School to take over from the first appointee. Curiously Notre Dame College of Education (now St. Andrew's College of Education) remains the only college of education to have made appointments to a lectureship in guidance from among practising guidance teachers in Scotland. Jordanhill College of Education and Moray House College of Education have redeployed lecturers with no practical experience of school guidance, after retraining in England. Aberdeen College of Education and Dundee College of Education, in more recent times, have appointed counsellors from south of the border. Hamilton College of Education

shortly before its closure had also sent a lecturer from its Drama department to undertake a one-year counselling course at an English University.

In the sixteen years since the first appointments to guidance lectureships the colleges of education can claim, with some justification, to have provided systematic support and training for guidance staff. Three colleges of education have offered Basic introductory courses for newly appointed or aspiring guidance staff - in the case of St. Andrew's College of Education for sixteen consecutive years. Five colleges of education have offered the one term Certificate Course in Guidance annually since 1978. In the late 1970's, two major National courses in guidance bringing together key staff from all sectors of the Scottish Educational world were organised within the colleges of education:-

"The Evolving Pattern of Guidance in Scottish Secondary Schools"<sup>177</sup>

1977 and "Coherence in the Curriculum: the complementary role of guidance teachers and subject teachers"<sup>178</sup> 1979. More recently,

four colleges of education, Aberdeen, Dundee, Moray House and St. Andrew's, collaborated to organised two separate National

Courses in 1985, one on guidance 12-16; the other on guidance 16-18.<sup>179</sup>

In the early 1980's as colleges of education exploited the freedom of course design that validation of courses through the Council of National Academic Awards offered, proposals for diploma level and degree level awards in guidance have emerged.<sup>180</sup>

Yet for all that the colleges of education have been the main providers of guidance training during the years since 1970, some criticism can be made of their approach to guidance. Firstly,

although five colleges of education can claim to have had continuous appointments to guidance lectureships during these years, no college of education has either tried to build a guidance department or a guidance team or even to have had two lectureships in guidance simultaneously. The nearest parallel to guidance is, possibly, special educational needs where a consciousness of the complex nature of learning difficulties emerged in the 1970's. This was crystallised in one of the most influential Scottish H.M.I. reports of the late 1970's - "Pupils with Learning Difficulties,"<sup>181</sup> 1978. In response, the five colleges of education most closely involved with secondary education moved quickly to create or to build up departments of Special Educational Needs.

Secondly, and related closely to the fact that each college of education has had a sole lecturer in guidance is the reality that the college lecturers in guidance have become gradually more and more detached from their own institutions. Working almost entirely in in-service education, they have been unable to exert any great influence within the structures of their own institutions. The turnover of staff in guidance lectureships has been high in a time of stability, if not, stagnation in the college of education system.

Thirdly, the work that has been undertaken by guidance lecturers has, in general terms, been more appropriately the work of regional advisers. During the 1970's there were never more than four Advisers in Guidance in post in the whole of Scotland and at one stage in the early 1980's there were only two posts of Adviser - one in Glasgow Division in Strathclyde Region and one in Lothian Region -

in the country. Consequently, college of education lecturers in guidance were employed heavily in school-based and school-focussed in-service work at a relatively low level. Arguably this distracted colleges of education from their most appropriate function - to prepare teachers in training for first level guidance responsibilities and to undertake research and development work in guidance. As a result, apart from Anne Fletcher's study<sup>182</sup> of guidance in Scottish schools there was no significant published work emanating from the colleges of education. Nor was there any regular journal for guidance staff in Scotland in the way that periodicals such as "Teaching English" and the "Modern Language Review" had their bases within the college of education system.

Recognising such limitations, it is clear nevertheless that the colleges of education in Scotland have made a significant contribution to the development of guidance and, in particular, a structure of training since 1970. The contribution of the Scottish universities, however, has been much less marked with serious effects on the manner in which guidance has developed in Scotland. Here an immediate distinction must be drawn between courses dealing with guidance topics and courses offering training in guidance. Whereas in the former respect it is possible to argue that taught programmes in certain M.Ed. Courses of the Scottish Universities have dealt with guidance topics, no Scottish University has provided training in guidance in the form that is common in universities in England, Wales and Ireland.

Where Education, Psychology and other departments have made a distinctive contribution is in the field of research. The annual

register of educational research projects funded by the Scottish Education Department reveals continuing support for guidance and guidance-related investigation. Between June 1978 and October 1979 with a grant of £10,371 research was undertaken within the Education Department of the University of Glasgow on "Guidance in Practice in Certain Schools"<sup>183</sup> - a small scale case-study project. In 1983-4 within the Department of Social Administration at Dundee University, work was undertaken with an S.E.D. grant of £19,266 on "The Role of Guidance and Remedial Staff in the Assistance of Vulnerable Children in Secondary Schools."<sup>184</sup> Research undertaken within the Centre for Educational Sociology at Edinburgh University throughout the 1970's and in what has now become the Scottish Young People's Survey with funding of almost £700,00~~0~~ between 1979 and 1988 has provided valuable insights into pupil attitudes towards their experiences of schooling and the ways in which they made choices and decisions during and on leaving secondary education.

In terms of taught university courses, M.ED. programmes organised on a modular pattern, often provide options in guidance. In recent years, Edinburgh University has offered "Theories and Techniques in Counselling" and "Careers Guidance and the Transition from School to Work" as M.Ed. course units. Aberdeen University has offered "Educational Guidance and Counselling" as a unit of the M.Ed. course. While it is possible to follow options in guidance, mainly as units of an M.Ed. course, there are however no opportunities to undertake specialised full-time one year courses in skills training for guidance work of the kind that are available in certain universities and polytechnics elsewhere in the British Isles. Such courses which are the recognised form of training for counsellors; careers

teachers and full-time guidance staff in England and Wales normally take the form of Advanced Diploma Courses. Fairly typical would be the Diploma in Counselling and Guidance offered by the University of Reading under the direction of Dr. Patrick Hughes. The course is open to qualified teachers with not less than two years teaching or experience in other professional settings in which interpersonal relationships are of central importance. There is a heavy emphasis on practical work including a placement under supervision to conduct individual and group counselling sessions. Course assessment includes an evaluation of guidance skills and estimates of performance during placements. Similar programmes are offered by among others Nottingham, Keele, Manchester and Newcastle universities. Within the polytechnic sector, the most distinctive one year course is the C.N.A.A. Diploma in Careers Education and Guidance at Hatfield Polytechnic. This course brings together the resources of the Centre of Educational Development at Hatfield Polytechnic and the National Institute for Careers Education and Counselling, jointly established, on campus, by the polytechnic and the Careers Research and Advisory Centre. The course is intended for careers teachers, not careers officers, and comprises 60% taught theoretical studies and 40% practical work in the form of industrial placement and visits and in supervised careers counselling in real and simulated settings. Similar resources exist in the central institutions in Scotland that provide training for Careers Officers - namely Paisley College of Technology and Napier College of Technology - but the demarcation lines between central institutions and colleges of education in Scotland are more clearly marked and neither central institution provides training courses for teachers.

The need for such high level skills-based training in Scotland was identified in 1981 in the National Advisory Committee on Guidance report<sup>185</sup> where eleven aspects of guidance training were identified as in need of further development including:- an analysis and identification of specific helping skills; a study of models of helping as they could be applied to Scottish education; development of materials and resources for use in skills training and development of longer skills training courses so that all skills can be studied, practised and acquired. In its recommendations on training for college lecturers in guidance, the National Advisory Committee on Guidance concluded that "both N.A.C.O.G. and S.E.D. have placed great importance on the need for trained college personnel. An extensive programme of development and seconded training in the college has meant that nearly every course has in charge a lecturer or lecturers with formal qualifications in Guidance and Counselling gained at various centres in England and Wales, notably Manchester, Keele and Reading. Where this has not yet happened the college is committed to ensuring such training in the near future."<sup>186</sup> The most obvious question that this raises is why should it be necessary for colleges to send staff to England and Wales to train in guidance and counselling in a different educational context and on courses designed in the main for practising teachers. /t

The lack of any initiative on the part of the Scottish universities and central institutions to provide specialised skills-based training in guidance has had other serious effects during the past two decades. Research, development and training in guidance has lacked the focus that a powerful educational centre can provide. It is



for this reason also that no strong national figures capable of stimulating developments in guidance have emerged in Scotland. In comparison the School of Education at Reading University houses a Guidance unit under the direction of a Senior Lecturer in Counselling and Guidance with support at lecturer level. The University of Manchester within its Education department has a Division of Educational Guidance for the training of School Counsellors and Guidance Staff. Explanations for this point of difference between English and Scottish Universities might include the traditional separation of education and psychology in Scottish institutions and the greater emphasis within psychology on the training of Child Guidance Service staff. Whatever the reasons, the fact that Scottish universities have not provided specialised training for guidance staff has been a source of serious weakness, undermining the credibility of guidance practitioners in Scotland.

At national level, therefore, there has been no sustained programme of research, development and training to support the investment of public resources in a national guidance system. The main support has been provided within the colleges of education where lecturers in guidance have been appointed in five colleges since 1970. Their very presence however, struggling to provide in-service programmes and to undertake development work within very limited physical resources has served to underline the lack of any coherent national strategy to support the work of guidance staff in schools.

## CHAPTER 7.

### GUIDANCE IN SCOTTISH SCHOOLS:

#### THE REGIONAL CONTEXT (1) THE MAKING OF REGIONAL POLICIES

In the course of this research exercise, each education authority in Scotland was contacted with a request to provide information on regional policy statements in guidance. Replies were received from all mainland authorities and from two of the three island authorities. The material that was provided falls broadly into three categories - firstly, reports prepared by the directorate for consideration by elected representatives; secondly, guidelines and policy statements prepared by regional and divisional working parties for the attention of teachers and thirdly, surveys of practice within a division or a region prepared on behalf of the directorate. In chapter 8 statements falling within the second of these categories, guidelines and policy statements for guidance teachers are considered and in Chapter 9, surveys of practice with regions and divisions. Prior to consideration of reports in the first category - what might reasonably be described as the way regional policies are made at education committee level - some indication of the full scope of material available, region by region, may be worthwhile. It has to be recognised, however, that the descriptions that follow relate only to the activities of the regional authorities that came into being after 1974. No exhaustive search of the records of the former authorities has been undertaken because, in an earlier unpublished M.Ed. research exercise,<sup>187</sup> it was shown that in three of the larger authorities - Glasgow, Lanark and Renfrew - it was uncommon to find any discussion of educational issues. Indeed this lack of educational debate within

education committees was one of the factors identified by the Royal Commission under Lord Wheatley pointing to the need for reform of education authority structures. The most obvious exception to this general rule - the former Aberdeen County Council which as early as April 1970 had set up a working party on Guidance and Counselling - is considered in the context of the discussion on Grampian Region.

Region by region the position was as follows - Borders region in October 1981 set up a Working Party on Guidance "to examine the guidance system of secondary schools and staff pupil relationships ... and to report on ways of improving both."<sup>188</sup> This remit was subsequently extended to embrace consideration of corporal punishment. The Working Party comprised three elected representatives, two members of the directorate, the Adviser in Secondary Education, three school representatives and two parents together with an H.M.I. observer. In itself this was an interesting composition, taking the idea of member-officer Groups increasingly favoured in larger regions such as Strathclyde, one step further by including "consumer" representation in the form of parent representatives. The Working Party prepared a five page report that was presented to the education committee in September 1982. A Guidance Teachers Panel has now been in existence since the early 1980's in Borders Region but it has not issued its own policy statements to teachers. Nor has there been any survey of practice within Borders Schools.

Central Region has not discussed guidance policies at education authority level. In April 1983, however, a working group of Assistant Rectors (Guidance) chaired by the Depute Director of

Education prepared and issued a "Guidance on Guidance" the purpose of which was "to outline" the principles on which guidance is organised at school and education office level and, where appropriate, state practical applications of these principles as drawn from the best practice in the authority."<sup>189</sup> There has been no survey of general school practice in guidance within Central Region.

A report on Guidance in Secondary Schools in Dumfries and Galloway Region was prepared in 1979 but is recognised now to be out of date and "will be replaced by a fuller investigation to be carried out by a Working Party."<sup>190</sup> There has been an active regional association of guidance teachers in Dumfries and Galloway Region for some years but it has not produced statements of its own, nor has there been any survey of practice within Dumfries and Galloway schools.

Within Fife Region a major survey of guidance practice was published in 1978<sup>191</sup> - the work having been carried out within Dundee College of Education by Miller and Russell. John Miller, who moved subsequently from Dundee College of Education to become Senior Fellow of the National Institute for Careers Education and Counselling at Hatfield Polytechnic, continued for some time as a consultant in Guidance for Fife Region and helped in the preparation of a regional Manual on Guidance published in 1982. The regional Manual is much more than a local document, the early chapters in particular being statements of a philosophy of guidance. Since 1976 there has been a Guidance Advisory Committee in Fife region on which each secondary school is represented, the members with few exceptions being Assistant Head Teachers.

Grampian Region has maintained the former Aberdeen County Council tradition of reports to the education committee. Two major statements have been prepared on behalf of the regional education committee - the first dated 13 September 1977 and the second dated 13 July 1982 - by Working Parties on Guidance and Counselling. These far-reaching reports have incorporated guidelines and policy statements.

Within Lothian Region, a Regional Study Group on Guidance and Social Education has shaped guidance policy. The majority of its membership is drawn from schools. The Regional Reporter, the Children's Panel Chairman and the Regional Careers Officer are members and there is representation from the Scottish Health Education Group and H.M. Inspectorate. There are no elected members on the group and the main publications have been directed at teachers. In March 1981, however, a Guidance Working Group was set up to report to the Director of Education on the role of guidance staff; the number and qualifications of staff; the time required for guidance duties and the consequences of recommendations for resource estimates. There have been no general studies of guidance in Lothian Schools but in 1983 four separate reports on Guidance in Community Schools were published. These considered the guidance structures in the regions four original community schools - Deans High School and Inveralmond Community School (both Livingston); Lasswade High School and Wester Hailes Education Centre in Edinburgh.

Within Strathclyde Region there have been no regional reports other than a statement in relation to guidance and the Action Plan issued in 1984. Policy documents and guidelines have been prepared at

divisional level, by far the most comprehensive being the survey of Guidance in Renfrew Division Schools published in 1976. In the early 1970's the Glasgow Authority published a regular bulletin and this was followed by similar publications in Ayr, Dumbarton, Lanark and Renfrew Divisions either through Advisers or Guidance Panels.

In Tayside region and in Highland region there are area based guidance associations but there are no substantial publications from either authority. Similarly within the Island authorities, where factors of geography lead to greater isolation of guidance practitioners, there are no statements of education authority practice or guidelines on guidance.

Thus, in terms of the making of regional policies, it is neither within the very small authorities nor within the largest authority that there has been the closest relationship between education committee and guidance policy-making. Rather it has been in Borders and Grampian, and to a lesser extent in Lothian, that there has been policy-making by education committees.

The reports considered by Borders region in September 1982 and by Grampian Region in September 1977 and in July 1982 are worthy of closer examination. In both regions, at different ends of the country, the concern in setting up these committees was broadly similar - how to improve the effectiveness of guidance within the regions schools and how much would it cost. In undertaking this kind of analysis, the regional authority was attempting to go beyond the skeletal structures of national policy defined in the "Orange Paper"; the "Green Paper" and the Progress Report.

The Borders region report of September 1982 did not show the same degree of analysis as the Grampian reports but it did at least identify particular areas where considerable investment of resources beyond those suggested by national statements on guidance. Among these areas of investment were - "More sophisticated selection procedures, possibly using pre appointment in-service training..... the need for a regional support service to guidance staff.... In-service training in guidance for all teachers (probably school based).....a suitable range of rooms in each school adequately provided with telecommunications and office facilities...a regional resource centre for guidance.....increased efforts to inform parents of the aims and workings of the guidance system... the involvement of other sections or agencies such as careers service; community education; social work voluntary groups, industry and commerce."<sup>192</sup>

No attempt was made however to cost these recommendations or to allocate priorities and no significant progress has been made towards the implementation of these recommendations. If nothing else, however, the Border's Region report shows the gulf between National policy making in guidance and the resource implications of serious attempts to put policy into practice at education authority level.

This point, if suggested by the Borders region report, is amply demonstrated in the Grampian reports. From the outset, the commitment of the former Aberdeen County Council authority to guidance was unambiguous. In the 1971 report<sup>193</sup> an elaborate selection procedure for guidance staff involving personality tests, group discussions and case study reviews had been proposed. The

whole procedure had it been adopted would have been unduly cumbersome and was rejected by the education committee which although unable to accept the recommendations "fully appreciated the reasons for them."<sup>194</sup> Indeed the education committee had supported a study visit to the United States by one of the authority's secondary head teachers to examine forms of guidance organisation prior to the implementation of its own guidance structures. The Working Party which reported to the Grampian Region Education Committee in 1977 had been given wide terms of reference. Its remit was:-

- (i) to review the existing literature and practice in comprehensive schools in the Grampian region;
- (ii) to prepare a detailed specification of the role of promoted staff in the field of counselling and guidance;
- (iii) to draw up an outline plan for the initial and on-going in-service training needs for guidance staff;
- (iv) to consider problems related to the appointment of guidance staff and to formulate reasonable alternative systems of appointment.

The report that the working group presented to the education committee went far beyond national guidelines. Firstly it was proposed that the maximum workload for a Principal Teacher (Guidance) should not exceed 150 pupils - national standards being based on between 200 and 300 pupils to each Principal Teacher (Guidance). Secondly no promoted guidance teacher should spend more than 50% of the teaching week in a subject department. National staffing standards were based on 400 minutes of non class contact time, less



than half the Grampian recommended figures. Thirdly, there should be no further appointments of Assistant Principal Teacher (Guidance). Fourthly, each secondary school should design and implement training methods to involve all members of staff in matters relating to pastoral care. Fifthly, an Adviser in Guidance should be appointed. And sixthly, annual or bi-annual residential courses lasting two or three days should be held. These would be organised on a regional or district basis, the participants being specially nominated teachers drawn from the various levels of guidance posts. Each of these recommendations had major resource implications and the pace of implementation has been uneven. The recommendation that there should be no further appointments of Assistant Principal Teacher had no resource implications and was quickly implemented. Grampian region indeed remains the only region in Scotland which as a matter of policy appoints only at the level of Principal Teacher (Guidance). The recommendation that there should be an Adviser in Guidance did, however, have significant resource implications both in salary and in the cost of support services and the working budget that an Adviser requires. This recommendation has not been implemented.

It was in the course of seeking to implement the recommendation that workloads for Principal Teachers (Guidance) should not exceed 150 pupils that the working Party on Guidance and Counselling was reconvened in June 1981. Its remit was to identify factors which should be present in a school and its community which would lend strength to an argument that the school should have appointed additional Principal Teachers (Guidance) and to consider what

weighting should be given to the factors dedcided upon. In simple terms, which schools should be given priority of additional appointments could be made. In its report to the education committee in July 1982 the factors identified were fairly predictable including, the number of referrals to children's panels; the discipline policy within the school; the number of irregular attenders; the degree of involvement of outside agencies and whatever other unique circumstances which might pertain to an individual school. In one respect, however, the working Party went outside its remit to make a general recommendation relating to the work of all guidance teachers - that they should have some periods in their timetable which are clearly marked "Guidance" and which must be regarded as class contact time.

While both the 1977 and 1982 Grampian reports might be criticised for any lack of role analysis of guidance staff, although this had been part of the remit of the working group in 1977, what is amply demonstrated in these two reports is the inadequacy of the national structure within which regions were expected to operate. This inadequacy is demonstrated in time allocation; in the need for training programmes and in realistic assessment of reasonable caseloads for promoted staff.

Guidance from the third region which has attempted to define a regional policy on guidance supports that contention. The Guidance Working Group set up in Lothian region in March 1981 was to report to the Director of Education in the first instance but its terms of reference were broadly similar to those of the Borders and Grampian working parties. The Lothian group was asked to report on the role

of guidance staff; the number and qualifications of such staff; the time required for guidance duties and the consequences of any recommendations in these areas for resource estimates. Although constituted in March 1981 the work of the Group was suspended in June 1981 and meetings resumed in March 1982; the report being presented in May 1982. There were again broad similarities with the Borders and Grampian reports. It was argued that the complement of promoted guidance posts should be on the basis of one post for every 150 pupils and in the context of falling school rolls, there should be a lag of at least one session before the complement of guidance posts is reduced after schools fall through a 150 pupil threshold. Unlike the Grampian statement, it was proposed, however, that there should be approximately equal numbers of posts at Principal Teacher (Guidance) and Assistant Principal Teacher (Guidance) level. Greater emphasis in the Lothian report was placed on the role of the headteacher in planning the guidance work of the school. Each headteacher, it was proposed, should project forward a guidance structure for a four year period and revise it annually with the territorial divisional education officer. Likewise the headteacher should agree annually with the territorial divisional education officer a "guidance load" for the following session on the basis of 1 period of non-contract time being allowed per ten pupils for a full guidance function in a typical school. Translated into non-contact time for guidance staff with a workload of 150 pupils this recommendation comes very close to the Grampian estimate of 50% non-contact time for guidance work. Some measure of quality control was however proposed in that it was argued that flexibility should be permitted in the allocation of non-class contact time for guidance

duties and in the deployment of guidance staff including the statement that "due consideration should be given to the redeployment of guidance staff to full-time teaching."<sup>195</sup> The effect of this recommendation, it must be presumed, would have been to conserve certain existing post holders in the sense of continuing to pay a responsibility element while asking them to perform minimal duties - and effective if expensive means of removing from guidance work promoted staff who were not seen to be undertaking adequately the responsibilities of the post.

Other recommendations of the Lothian report concerned clerical assistance; training; and the professional role of guidance staff. Only the last of this group of recommendations - the statement that "the professional role of guidance staff should be recognised in all schools in the contexts of curriculum planning subject course development and staff development"<sup>196</sup> did not have obvious resource implications. The proposal on clerical assistance was expressed obscurely - "the implications of the further involvement of clerical staff in the administrative side of guidance work should be investigated and quantified"<sup>197</sup> - but in any event implied additional resources. On training, one aspect could be achieved at minimal cost - that "opportunities for training and for involvement in guidance work, for example through tutorial work, should be made available to teachers who might wish to apply for guidance posts."<sup>198</sup> The other aspect, that "in-service training opportunities for guidance teachers in post should be extended, in particular by the colleges of education"<sup>199</sup> had significant resource implications both for the colleges of education which would provide such courses and Lothian region which would be required to meet the expenses of staff attending such courses.

There were therefore, a number of common aspects of the Borders and Grampian reports to education committees and the Lothian report to the Director of Education. Each of the three reports accepted the basic principles of national statements in the sense that none was concerned with redefining the roles and responsibilities of guidance staff nor with questioning the students. Even the Grampian region decision to abolish the post of Assistant Principal Teacher (Guidance) did not challenge the national guidelines since appointments to the posts of Assistant Principal Teacher (Subject) of (Guidance) had since 1971 been at the discretion of education authorities. Yet what each of the three reports had in common was the recognition that in order to provide schools with the means to achieve an effective guidance provision a considerable injection of resources beyond those identified at central government level would be required. In simple terms, the workload of individual guidance teachers needed to be reduced in some cases by half (from 300 pupils to 150 pupils); the time allocations needed to be increased (doubled according to one of the reports); and the opportunities for training expanded considerably. These were the common themes of the three reports but there were also the specific recommendations of separate reports on matters such as the need for administrative and clerical support; differential staffing; selection procedures and timetabling.

There are, perhaps, two other comments of some importance that can be made in the light of these three regional reports. Firstly, with the exception of the first Grampian report which was written in 1977, the reports were all prepared in the early 1980's. As such, they were reflecting on a decade of experience and practice and in their

analysis of under-resourced provision go some way to account for the general criticisms and the lack of credibility of guidance staff identified by, for example, the Pack Committee. That the reports were written in the early 1980's and not the mid 1970's is understandable and falls very much within the general pattern of growing accountability within education authorities in times of increasing economic stringency. Yet the same economic circumstances have made it increasingly unlikely that recommendations with significant resource implications were likely to be implemented and there has been no immediate progress within these education authorities on those aspects of the reports. Secondly, Borders, Grampian and Lothian regions, while in their own ways quite different, share certain characteristics that set them apart from the largest West of Scotland Authority - Strathclyde Region. No similar working group, set up to consider regional policy on guidance, has been established within Strathclyde region and there are certain logistical difficulties related to the size of the authority that would have made this an exercise on a very different scale from that of Borders, Grampian and Lothian regions. Yet it does not require an elaborate set of arguments to suggest that of Borders, Grampian and Lothian regions were in need of significant resources beyond those identified in national statements as necessary to provide effective personal, curricular and careers guidance within the school that in areas of multiple social deprivation the need for smaller workloads, greater allocations of time and enhanced training would find even greater justification.



"... a separated tribe ..."

Guidance - the Scottish approach. An analysis of policy and practice at national, regional and school level.

Volume Two (of three volumes)

by

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## CHAPTER 8

### GUIDANCE IN SCOTTISH SCHOOLS:

#### THE REGIONAL CONTEXT (ii) GUIDELINES FOR SCHOOLS

Regional guidelines on any aspect of the organisation of schools, are rarely of more than local significance - descriptive rather than analytical and concerned with detail rather than philosophy. Three regional authorities have issued guidelines on guidance - two of which fall very much within this category. The third, however, is of a very different order and it is for this reason that guidelines for schools are considered separately from regional policy statements and regional surveys.

In April 1983 a 'Guideline on Guidance' prepared by a working group of Assistant Rectors (Guidance) chaired by the Depute Director of Education was issued to schools in Central region. Very much a management inspired document and concerned with accountability and effective use of existing resources it raised issues such as:-

"against the various areas of expenditure and resources is a fair return being given to pupils, staff, parents and authority by the guidance system?.....are procedures within the school and authority such that consultations can take place with a view to adjusting the system at the right time and with due economy of effort towards improvement?.....as new developments take place in the field of Youth Training and Further Education does the school have procedures for identifying and incorporating new information and deleting old information so that accurate advice can be given?"<sup>200</sup>.

There is no commitment to meet even national guidelines, for example, there can be "no guarantee of the amount of time which can be allocated to promoted staff in guidance. It is expected that, as far as possible, schools will follow the allocations given in the S.E.D. publication Secondary School Staffing (table 4.1 et al) within complex staffing arrangements."<sup>201</sup> On training, "better use"<sup>202</sup> of the facilities is called for.

The purpose of the guideline it is stated is "to outline the principles on which guidance is organised at school and education office level and, where appropriate, state practical applications of these principles as drawn from the best practice in the authority."<sup>203</sup> There is no evidence that best practice has been identified through any form of systematic evaluation beyond the conventional wisdom of the members of the working group and, perhaps, as a result of the composition of the working group there is a sense in the guidelines of ensuring that promoted guidance staff are gainfully occupied rather than of sympathy for the constraints within which they operate. The guideline covers aspects of guidance practice such as - regulating and advisory documents on guidance; a calendar of contact; procedures skills and areas of knowledge; teaching programmes; arrangements for training and promotion procedures.

The Lothian region handbook for guidance staff - "Guidance for Guidance" - is very much a practical guide for teachers in promoted guidance posts in the region's schools. It was produced in its original form in loose-leaf in order that information could be updated. While it might be suggested that the sections on social education, careers education and record-keeping are of some interest beyond the

region, much of the handbook is concerned with specifically Lothian information such as details of local services, points of contact and addresses.

It is the third of these guidelines, the "Manual on Guidance" prepared within Fife region by the Advisory Committee on Guidance with the support of John Miller that is worthy of closer analysis. In Fife region and prior to 1975 in the former Fife Education Authority there was a history of concern for the personal and social needs of the individual pupil. In the 1960's posts of Careers Teachers were created when "it became clear that the statutory school leavers were experiencing difficulty in adjusting from school to the world of work"<sup>204</sup> Fairly quickly it was recognised that "it was a difficult task to give careers advice without having a picture of the 'whole child'. Attempts were made, therefore, to develop programmes not only committed to the question of employment, but including responsibility in the industrial setting, social and welfare services, local government, trade union organisations, personal development and relationships and the use of leisure."<sup>205</sup> To meet these needs posts of Year Master/Mistress were created prior to the publication of the "Orange Paper". Furthermore a working party on counselling had been established and appointments made available to teachers to attend in-service courses on careers education and personal guidance. In 1971 Fife Education Authority was already well placed to implement the "Green Paper" and within five years the first education authority to evaluate, by means of an independent survey guidance systems in its secondary schools. The interim report of the survey was published in 1976 by Dundee

College of Education in conjunction with the education authority and the Scottish Education Department. The survey, in two parts, considered the guidance teachers' view of their role and the perception of pupils of guidance in their own schools. (It is discussed in more detail in Chapter 9). As an immediate result of the survey, an Advisory Committee on Guidance was set up in November 1976. Each secondary school was represented on the Advisory Committee which met monthly. The main priority was to establish a systematic programme of regional in-service training for guidance staff but a request was made by the Director of Education that the Committee should draw up, also, a Manual on Guidance. The intention was not that this manual should become a set of inflexible rules but rather guidelines for the implementation of a philosophy of guidance within the region. A sub-committee of the Advisory Committee prepared the Manual after consultation with teachers, parent, pupils employers, careers officer, psychologists and Senior Social Workers.

Unlike any other regional statement on guidance, the Fife Manual incorporated a statement of a regional philosophy of guidance. The main aims of guidance systems in Fife schools were worked through in a way that went beyond any statement of philosophy prepared at national level. Ten aims were identified:-

- " - to encourage young people to try to develop a sense of responsibility;
- to encourage young people to examine the place and value of the family in society;
- to encourage young people to discuss codes of behaviour and to follow those which are acceptable to themselves and which are

- not in conflict with the reasonable expectations of society;
- to educate young people to make a careers choice;
- to assist young people to make curricular choices commensurate with their own abilities, their own needs and those of society;
- to offer pupils the opportunity of personal guidance in the belief that society and the pupil will subsequently benefit;
- society expects schools to provide children with Health and Social Education and Guidance Staff may be expected to contribute;
- to enable pupils at all stages of their secondary schooling to understand the school community and wherever possible to integrate into it in the hope that they eventually cope with the wider adult community;
- to identify promptly that small percentage of children who are at risk for any reason and to provide the necessary support;
- to ensure communication with other members of the guidance community."<sup>206</sup>

This comprehensive statement of aims moves guidance away from a problem orientation towards being a "powerful facilitator of the educational process."<sup>207</sup> Referring to adolescence as a time of conflicting messages the manual defines guidance as "the process whereby all these conflicting messages can be identified, where the vested interest can be challenged, where the sources of additional information can be identified and where the adolescent can receive any support he or she needs to make the decisions that only he or she can make. Above all the guidance process recognises the inalienable right of the individual to choose, even if it appears

to observers that the 'wrong' decision is being made. It also recognises that it is in adolescence especially that the person acquires an ability to make decisions about his or her future. It may seem grandiose to say so, but surely it is on this principle that the future of a democracy depends. The function of guidance is one that is vitally important. It is a function that can only be met by recognising the network of significant people available to young people, but recognising that some people need more specialised help than others and by recognising that the questions they ask have no final answers but are questions that we continue to ask as we face the new situations that each stage of our lives brings. The excitement of the potential of guidance in schools is that of sharing with students the dawning realisation of the possibility of shaping their own future."<sup>208</sup>.

While such statements of philosophy and principle may be considered idealistic, almost naive, it is clear also that they express some fundamental values and provide a context of positive support for guidance which is unparalleled in any other regional statement on guidance. In the later chapters of this research the extent to which such statements of philosophy at regional level are reflected in differences of policy and practice at school level between schools in Fife region and in other regions of the country will be examined.

Beyond the sections of the Manual on Guidance which deal with a philosophy of guidance there are sections dealing with the organisation of Guidance, counselling, filing and confidentiality, the extended guidance team, programmes of guidance activities and in-service training. Under the organisation of guidance the manual provides advice on structure of guidance, exemplar job descriptions for

Assistant Head Teachers (Guidance); Principal Teachers (Guidance) and Assistant Principal Teachers (Guidance) and recommendations on accommodation. The section on counselling provides basic principles for interviewing; individual counselling and group guidance. On confidentiality the manual offers sound advice on information storage although it avoids more sensitive issues of right of access to information on pupils by other teachers, parents and the individual pupil.

The extended guidance team - "a concept devised to illustrate that the responsibilities for the welfare and well-being of a pupil did not rest solely with the guidance team but with other members of the school staff and professional agencies outwith the school"<sup>209</sup> - is explored in some depth in the context of other regional agencies and support services. The section dealing with programmes of guidance activities provides a month by month calendar of guidance work covering a full session.

The final section on in-service training is perhaps the most significant because it maps out a systematic programme of in-service courses offered by the education authority, almost five years before the report of the National Advisory Committee on Guidance and a decade prior to the final report of the Scottish Central Committee on Guidance - the first national statement to offer advice on planned training of guidance staff. Training offered by the education authority took the form of courses at three levels - introductory level for non-guidance staff; Ordinary level for Guidance Staff and Advance level for guidance staff at Principal Teacher level and above. The purpose of the Introductory course was to provide

"an insight into the basic aims and objectives of guidance and to outline how the guidance systems attempt to achieve these "<sup>210</sup> with particular reference to the roles of Assistant Principal Teacher (Guidance) and Principal Teacher (Guidance). The ordinary course was more specialised - "intended for guidance staff and ...designed to improve their counselling skills and to expand their knowledge of guidance."<sup>211</sup> The Advanced Course was essentially supplementary to the Ordinary Course covering topics such as one-to-one interviewing skills: group work skills and the co-ordination of guidance work. It is possible to criticise this approach to training. The Introductory course was one weekend in duration and the Ordinary and Advanced courses lasted one school week. There was a distinct bias towards personal guidance and the development of counselling skills rather than vocational or curricular guidance. No form of assessment was built into these courses nor supervised follow-up work. Yet whatever the weaknesses, this attempt to offer systematic training at a regional level to guidance staff made out Fife region as an education authority consciously developing its guidance provision in the late 1970's.

The Manual on Guidance prepared within Fife education authority was therefore a document of more than local significance. It was also a document almost entirely unknown to teachers outwith Fife region limited not only by circulation but also by format which was similar to the Lothian publication Guidance for Guidance and consisted of a loose-leaf binder and a collection of reference papers that could be updated. While this may be a workmanlike form of presentation it does not convey any sense of the importance of the Manual and partially explains why the document did not reach



a wider audience. The other more obvious explanation was that the Manual was not intended to go beyond Fife. In some ways this was a missed opportunity because the quality of thinking and the degree of positive commitment to guidance that can be found in the Fife Manual on Guidance would have provided food for thought for administrators and practitioners in other parts of the country. Why Fife region seemed to be ahead of other regions in this way in the late 1970's would merit a study of its own comparing developments in guidance with provision in other areas of education. Certainly in at least one other aspect of its provision - special educational needs - there is evidence of a developing philosophy in Fife region ahead of other parts of the country. Guidance and Special Educational Needs share a common concern for the child as an individual and there may be scope for further analysis in that direction. What would also bear examination is the extent to which continuity before and after regionalisation was a contributory factor. Unlike most other areas of the country, in Fife there was no great upheaval at regionalisation because of the similarity between the old and the new authority. The process of evaluation that was published as the regional survey of guidance in 1976 had begun prior to regionalisation, was conducted during the process of transfer of authority and remained relevant in the context of the new Fife regional authority. Whatever the underlying reasons, the Fife Manual on Guidance was arguably the most comprehensive statement of philosophy and practice of guidance drawn up within any education authority in the two decades since the introduction of formal guidance provision in Scottish schools.

## CHAPTER 9.

### GUIDANCE IN SCOTTISH SCHOOLS:

#### THE REGIONAL CONTEXT (iii) REGIONAL AND DIVISIONAL SURVEYS

Surveys of guidance at regional or divisional level are distinctive from reports to education authorities and from guidelines for schools in that their main purpose is to gather facts or to test attitudes across all the schools within the authority. Questionnaire and follow-up work in the form of structure or informal discussion with a representative group are the commonly used approaches to information gathering. Surveys of this nature have been undertaken in the former Glasgow Corporation Education Department (1971);<sup>212</sup> the Renfrew Division of Strathclyde region (1977);<sup>213</sup> and Fife region (final report 1978),<sup>214</sup>. Reference has been made already (in Chapter 8) to the Fife report from which emerged the Fife Manual on Guidance. The Fife document is the only one to have been publicised nationally because the work was undertaken in collaboration with Dundee College of Education and the Scottish Education Department. The Glasgow and Renfrew surveys were undertaken within the authorities' own resources and for the authorities' own purposes. These three surveys vary greatly in scope and in depth of treatment and before considering each separately some general comment on their usefulness may be appropriate. It is understandable why so few authorities have undertaken this kind of survey. The areas where questionnaires have some usefulness - in gathering background information on age, subject background, training of guidance staff - is the least important and arguably anyway such information should be available within education authority records. In the more complex area of guidance activities the value of a questionnaire is open to serious question - the time taken

to design even a fairly blunt instrument is likely to be out of all proportion to the quality of evidence that can be gathered. This can be illustrated in specific reference in the consideration of each of the three surveys. It is right therefore to question whether a survey of this kind within an education authority is a cost-effective investment of resources. The only justification it might be argued, is if the authority is committed to a systematic process of evaluation of aspects of guidance, with the resource implications this carries, in the light of the findings of the survey. In such circumstances the value of the survey is in the identification of issues, however broadly these might be expressed, which can then be investigated more specifically and intensively. Without such a commitment surveys of this kind, more quickly than other forms of report that have been considered in earlier chapters, become historical documents.

The Glasgow survey (1971) was a small-scale exercise in comparison with the two later surveys. In December 1970 a working party had been set up by the Director of Education "to review the development of the House System in Glasgow to date, to identify the main lines of development and, in the light of the present re-assessment of the position of the role of guidance, to suggest patterns of future development."<sup>215</sup>. The Working Party had eleven members: two headteachers; five guidance practitioners (still described in the original terms of Housemaster and Housemistress); two educational administrators and two representatives of Her Majesty's Inspectorate. It was convened by one of the Headteacher members (who, later, was to become for a time Divisional Education Officer

in Glasgow). In terms of the Working Party's original remit it was not a deliberate intention in setting up the group to undertake a survey. Indeed the remit would suggest that the report ought more appropriately to have been considered alongside the regional statements analysed in Chapter Seven of this research. However the means by which the Glasgow working party sought to fulfil its remit set its report apart from these other statements. Rather than invite evidence from schools and other interested bodies, the Glasgow Working Party drew up and submitted a questionnaire to the 35 schools to which guidance staff had been appointed. A summary of the replies was issued to schools and a conference held on the findings in Spring 1971. By August 1971 the report of the working group was ready for presentation to the Director of Education. The whole exercise had taken eight months - the major part spent on devising, issuing, collecting and analysing the questionnaire.

The questionnaire issued to the 35 schools in early 1971 and the information collected provides interesting insights into how guidance structures had developed in what had been one of that small group of pioneering authorities that had carried out the early experiments in guidance posts prior to the first national statement on guidance in 1968. The first appointments had been made in 1963 to experimental posts and further appointments made after the endorsement of these initiatives in S.E.D. Circular 584 issued in 1965. The number of schools in which such appointments were made in the years before 1971 in the Glasgow education authority were as follows.

1963	1966	1967	1968	1969	1970
3	3	9	11	4	5

The questionnaire issued to the headteachers of these 35 schools in 1971 asked for information in twenty four categories - the first twenty three highly structured and the last allowing head teachers to make their own general comments on the advantages and disadvantages of the House System. None of the highly structured questions probed too deeply but were concerned mainly with establishing some elementary facts. Thus the report reveals that in 1971 there were 153 teachers in guidance posts, 106 of whom were male and 47 female but there is no information provided on subject background or on training. Thirty four schools had arranged their Houses vertically while only one had a horizontal structure. No less than 28 out of 35 schools reported some commitment to home visiting by guidance staff showing that, at least in the early years, there had not been the same polarised opinions that emerged in the responses to the central committee on Guidance report in the 1980's. This information and many more of the statistics provided in the Glasgow report are of academic interest in the 1980's. Only in two areas - on the perceptions of Headteachers of the advantages and disadvantages of house systems and on what are perceived to be the functions of house systems - is there evidence of importance and value. For in the answers that were provided to the questions it is possible to establish the assumptions that were current in the 1960's about the purposes and usefulness of school guidance systems.

The clearest messages emerging from the responses were firstly that the house structure relieved the headteacher of a burden of administrative duties and secondly that the house system imposed a form of group control on individual pupils - this being seen as at least as important as any opportunities it might provide for individual pupils. The evidence to support the first of these contentions comes in the comments by headteachers and house staff on the main advantages to the staff and school of a house system that are listed in the following order:

"Headmaster - burden relieved; extra administrative channel; improved Staff inter communication; assistance to new staff; loyalty of staff to house; better documentation of pupils."<sup>215</sup>

The same emphasis is seen in the responses to the question on which aspect of school policy the Headmaster consults house staff which are given in the following order:- "Dress, conduct, attendance, discipline, progress reports, classification, curriculum choice, college and school entrance, references, parents, P.T.A., school organisation, the community."<sup>216</sup>

Secondly, the house system was being used to exercise a form of group control on pupils. Whereas the national statement on guidance of the 1960's - the 'Orange Paper' - had envisaged the house system as being about creating manageable units within which pupils might be known in some depth by at least one teacher with a special responsibility in that areas, the practice was rather different. In the section of the questionnaire on school activities run on House lines, the summary of replies states "Sport, drama, quiz,

debates, social functions, uniform and timekeeping. One or two schools strongly against any competitive activity."<sup>217</sup> And listed by Headmasters and house staff as advantages to pupils of the house system are, in the following order, "sense of belonging; improved attendance, behaviour, attitude; decline in vandalism; help with personal problems and parental problems; improved guidance - career, curricular, social; interest in and awareness of community needs."<sup>217</sup> Thus, while there was evidence that in a few schools inter-house rivalry was discouraged, the general view was that a sense of corporate identity was positively beneficial. A form of organisation with its roots in the ethos of the public schools was being transplanted into the comprehensive system.

Co-incidentally an investigation into the housemaster system in a comprehensive school <sup>218</sup> in the Glasgow education authority was being undertaken at much the same time as the Glasgow report was being written. Indeed the author of the study - Rosemary McDonald - commenting on the lack of any research on the housemaster system notes that "a rather tentative questionnaire was recently sent to Headteachers by the Director of Education."<sup>219</sup> Written quite independently of the Glasgow survey and heavily criticised when its findings became known, Rosemary McDonald's investigation into the housemaster system in one of the 35 schools reached similar conclusions, although expressed in different language and from a different standpoint namely that "now would be the time, especially in the light of the developments since the S.E.D.'s proposals in March 1971 to build on accumulated experience and to channel the system more towards its stated aims of personal guidance; otherwise it would

appear, on the present evidence, that the system encrusted with routine; will be in danger of operating solely as an administrative cog in the machinery of the school organisation."<sup>220</sup> It is possible to set this view of what seemed to be happening to house staff within Glasgow Schools within the trends towards bureaucratisation identified by among others (Mugrave, 1968)<sup>221</sup> as a danger where there is increasing differentiation of functions within large organisations. Whether what the Glasgow report reveals, however, was relevant in any sense to what was happening in schools in other parts of Scotland is questionable. Glasgow was one of only three authorities to have made appointments prior to 1968; the appointments were being made to secondary schools that were generally larger in role than other secondary schools within the city itself and in other parts of Scotland; and, as was shown in Chapters 7 and 8 there is evidence from the east and the north of Scotland of a greater concern for personal guidance and counselling in education authority statements in the early 1970's. The most concrete result of the Glasgow report was the appointment of the first Adviser in Guidance within an education authority in Scotland.

The Renfrew Division survey was the result of a working party set up in October 1976 by the Divisional Education Officer. Its task was "to review the guidance structure at present in operation in schools in Renfrew Division and to indicate possible developments for the future."<sup>222</sup> The working party was both small and selective - a group of four comprising three Assistant Head Teachers and a Head Teacher as convener. Two of the group had degree level specialist qualifications in education. The approach taken was



rather more sophisticated than the 1971 Glasgow survey. The Renfrew working group operated on the premise that if it is possible to monitor the effectiveness of a system only if there is a clear understanding of its purposes. Drawing on arguments put forward in a small pilot study in 1975 on the assessment of the effectiveness of school guidance systems it was accepted by the working group that "performance can be rated only against criteria either specified or assumed. In education many react strongly against the attempt to specify objectives and criteria of assessment as an almost sacrilegious intrusion into the freedom of the spirit, but in fact in many cases where such an attitude prevails there subsist sets of assumed values and criteria against which success or failure is assessed."<sup>223</sup> The search for sets of assumed values and criteria took the working party towards the idea of a questionnaire in which head teachers would be asked to rate the tasks performed by their guidance staff in terms of priority. In this way activities which were most often reported by schools to be occupying guidance staff could be identified together with the objectives or values that seemed to prompt such activities.

The questionnaire consisted of a list of forty tasks which the working party thought might be the tasks of guidance teachers in schools. For each task the working group tried to discover if it was included as a guidance duty; if it was, which rank of guidance teacher was involved and what weight of importance the headteacher gave to the tasks. Recognising also that the forty items might well not reflect the whole range of guidance activities of the schools, head teachers were asked to draw attention also to work done by

guidance staff but not included in the forty items. Lastly, the working group spent a half-day in six schools chosen to form a cross-section of the types of school in the division. As a point of comparison the Renfrew working group was able to make reference to the interim report of the Fife survey which had been published a year previously.

The conclusions reached in the Renfrew report to a considerable extent expose the weakness of the questionnaire approach when it used to explore complex issues. Once the returns from schools had been distilled there emerged ten priority areas - parental interviews; dealing with incidences of repeated misbehaviour; careers advice prior to S3 course choice; providing help at S3 course choice; providing a specialist careers service; truancy; primary liaison; liaison with the careers service; designing and implementing a careers programme and liaison with social work departments. The working party found interpretation of this information less straightforward than the accumulation of the statistics and resorted to broad generalisations along lines such as "no clear picture has emerged of job demarcations between different levels of guidance staff within schools. However it would appear from our findings that:-

- (a) P.T's (Guidance) cover the broadest spectrum of Guidance tasks in most schools. Most careers guidance work is done at this level."<sup>224</sup> A whole string of conclusions were written in the same opaque, euphemistic and generalised manner, for example,

- 11. We found that in some schools guidance had not achieved its full potential and this should be borne in mind by head teachers

- when reviewing the use to which they put their guidance staff.
12. We feel that delegation of guidance functions from the head teachers to his guidance staff must be an increasing trend of the future, if guidance is to make its full contribution to a school.
  13. There are reports of an obvious polarization in calibre of guidance staff. Many guidance staff are regarded by their head teacher as being of high ability. Others were judged to be in need of help in performing their duties.
  14. We found a belief that there is a decrease in hostility between subject and guidance staff; there are problem areas which remain and these will require careful examination in the future. On the whole, guidance seems to have found an increasing acceptance among non-guidance staff."<sup>225</sup>

Again as in the Glasgow survey, the Renfrew working group were on the surest ground in dealing with evidence that could have been gathered equally easily from divisional records, for example, the selection process and the need to establish agreed criteria for selection; the lack of systematic divisional training programmes and the preponderance of teachers from particular subject backgrounds in guidance posts. On this last issue the subject-by-subject breakdown shows what the report, in its couched language describes as "a selective element in the promotion structure."<sup>226</sup>

In other words in shortage subjects such as Technical Education (41.15%) of subject specialists in guidance posts and Mathematics (30.14%) a considerable proportion of these subject specialist staff were in guidance posts compared with the position in subjects

where there was a surplus - Home Economics (7.59% of subject specialists in guidance posts) and Social Subjects (16.19%).

In the context of this research exercise the most significant conclusion of the Renfrew report concerns the relationship between national policy and the findings of the regional survey. The report discusses the effect of the Orange Paper and the Green Paper on practice in schools in Renfrew division. The aspirations of the Orange Paper, the report concludes "have proved wide of the mark. The expectation that a 'more sustained' programme in the field of social and moral education 'would aid pupils' to work out a code of moral standards which they can accept and understand' and encourage them to make and implement decisions which involve applying these standards, has not, we feel been realised.....Opportunities for the pupils to make and implement decisions have not noticeably increased and the belief that a routine interview, say, once per session would lead a pupil to realise 'that someone is taking a real interest in his personal development' was, we believe, unrealistic."<sup>227</sup> Commenting on the Green Paper the Renfrew report concluded that although it did supply the impetus for the establishment of guidance systems, it caused "confusion" as to the function of guidance "because of" its association with this document, whose main concerns were management and administration."<sup>228</sup>

The general picture that seems to emerge from the Renfrew survey is not dissimilar to that of the Glasgow survey in a number of respects. Although the two documents were concerned with different issues and at different depths, common concerns can be identified. Firstly,

analysis of both suggests that national statements had not been noticeably influential in shaping guidance philosophies and policies. Secondly the views of individual headteachers in determining criteria for appointment and the nature of the duties undertaken by guidance staff were of overriding importance. Thirdly, the personal aspects of guidance were undervalued. Fourthly, there was concern at the lack of systematic training programmes - in Glasgow leading to the appointment of an Adviser, in Renfrew to the formation of a Divisional Advisory Committee on Guidance.

"A survey of Guidance in a Regional Authority"<sup>229</sup> - the Fife survey is by far the most comprehensive study of guidance within a region to have been undertaken in Scotland. The style of survey adopted was actuarial rather than analytical, that is more concerned with information-gathering rather than with analysis. No attempt was made to relate the findings of the survey to any other region of Scotland. The first stage of the survey was concerned with guidance teachers' views of their own role and 173 teachers in promoted guidance posts were interviewed. The second stage involved the administration of a questionnaire to a 10% random sample of pupils in all secondary schools in the region followed up by structured interviews with 104 pupils selected at random from each of the schools. The main difficulty with the results of the pupil interviews arises from the nature of the questions asked which elicited some very broad responses in school generally and on life outside school. On questions relating specifically to guidance the findings that emerged were rather predictable - "It emerges quite clearly from the survey that the majority of pupils (91%) are

aware of the provision of a guidance teacher of their own."<sup>230</sup>;  
"of the younger pupils, 70% believe that the guidance teacher needs a fair amount of background information on their home and family in order to help with subject choice, but the percentage of pupil's with this belief tends to decrease with age and 75% of the senior pupil's think that little information is needed, replying either "more" or "as much as I care to disclose."<sup>231</sup>

The general conclusions from the stage of the survey relating to pupil perceptions were that school pupils in the region were well aware of the guidance system; that the guidance teachers' job appeared to them to be that of making sense of the school world and the future world of work to the pupils; that pupils value the time spent in guidance classes which are intended to offer help in the areas of social and health education; and that the likelihood of guidance staff being turned to first for help with areas seen by the pupil as not school related tends to decrease with age, matching the degree in parents' and families influence in the same areas.

The views of staff gathered in the survey are much more enlightening. Opinions varied widely on the criteria and procedure adopted by the region in the selection of guidance staff but the conclusion reached was that "Principal and Assistant Principal Teachers are mainly unaware of the existence of any procedure and criteria for selection; or are unable to say what they think of these."<sup>232</sup>

On training it was observed that 33% of the Assistant Principal Teachers had not attended any course in guidance and 71% of the teachers holding this grade of post expressed dissatisfaction with the existing arrangements. On time allocations, Principal Teachers claimed that 19% of their time was spent on guidance work - the survey "in analysing the time spent on various duties associated

their role as guidance teachers, determine that the time available within normal school hours was insufficient, and, thus, one must assume that guidance teachers carry out some of their duties in their non teaching and preparation time and, indeed, must employ out of hours and lunch hours also."<sup>233</sup> There is a wealth of similar statistical evidence presented in the Fife survey, much of it relating to mundane concerns such as report-writing, level of contact with Careers Officers, Attendance Officers and the Social work department, access to clerical help and telephone facilities. The two areas of dissatisfaction to emerge from the survey are the resources of time, accommodation and clerical help available to guidance staff and much more interestingly, role freedom although the point is not developed beyond the statement that "the major area of dissatisfaction is that concerning relationships with other subject teachers. All said that this was important and all indicated that the present level is not as good as it should be. Assistant Principal Teachers seemed to feel this acutely but this may be due in part to the likelihood of their appointments having been made recently."<sup>234</sup>

In summary, the actuarial approach adopted by the Fife Region survey results in a balance sheet report with very little sense of the life that lies behind the statistics. Much more comprehensive and, in its research methodology, much more reliable than either the Glasgow or the Renfrew surveys, the Fife survey has its own limitations. By relying on large scale interviewing of staff and pupils across the region, rather than by school, only a very general picture emerges. There is neither the sense of a developing regional

approach to guidance nor of patterns of variation across individual schools. The survey does not attempt to relate the evidence from Fife region to national policy statements. It is therefore very much a general survey rather than a report or a study. The three documents - the Glasgow small scale survey, the Renfrew Report and the Fife Survey - are the only research based exercises to have been undertaken on the state of guidance within education authorities in Scotland in the two decades since 1968.



## CHAPTER 10

### GUIDANCE IN SCOTTISH SCHOOLS:

#### THE REGIONAL CONTEXT (iv)

#### ARE REGIONAL POLICIES ON GUIDANCE NECESSARY?

In Chapters 7,8 and 9 a detailed analysis of the different forms of regional and divisional policy statements and reports was undertaken. The picture to emerge was of considerable diversity across Scotland. In certain education authorities reports and policy statements had been discussed at education committee, in others guidelines had been prepared by working groups, in others surveys of guidance practice had been carried out. Perhaps only in Fife region has there been an evolving regional philosophy of guidance, starting from a major survey of guidance in the region and developed through a guidance manual and the work of a widely representative Advisory Committee on Guidance. In contrast, the largest region in the country, Strathclyde; a medium sized authority, Tayside and the smaller Island authorities have not developed their own policy statements on guidance. Between these positions are the range of education authorities described in these earlier chapters where work of varying degrees has been undertaken. This diversity of approach raises the whole issue of whether regional and divisional policies are necessary and, if so, what issues ought these to cover.

At one level it could be argued that much of the work that has been undertaken at regional level since 1975 has been in an attempt to fill the vacuum caused by the lack of national policy-making in guidance. This was observed by the Pack Committee when it

recommended "that national guidelines should be drawn up describing the functions to be fulfilled by guidance. These guidelines should, however, be flexible enough to give headteachers some scope to organise their guidance teams to suit their schools."<sup>235</sup> There is a logic in this argument that a consistent definition of what was to be expected of the guidance system was required to be drawn up at national level.<sup>W/L</sup> With the detailed working through of the principles being undertaken at school level. The difficulties faced by education authorities which have attempted their own analysis of the role of guidance staff have been in resourcing the improvements that are identified when staffing structures and standards for secondary schools are nationally prescribed. There are wider questions too of what might characterise a regional approach to guidance. The variety of local conditions within a region like Strathclyde or Lothian are as diverse as conditions are across Scotland.

If the task of definition and clarification of the function of guidance should be undertaken at national level there are other areas where, arguably, regional policies should be developed. Education authorities bear the responsibility for appointment of staff in-service training and for general oversight of the quality of provision that is offered by schools within their areas. No education authority has explicit objective criteria for appointment to guidance posts and as was shown in the Fife Survey there was no clear idea among those in guidance posts as to criteria for their own selection. Whether, however, individual education authorities ought to be concerned with general policies on appointment

of staff is, however debatable. The main criteria as identified, for example, in the Pack Report, "breadth of teaching experience, commitment to the guidance system and training in guidance " are fairly straightforward and unlikely to vary significantly from one part of the country to another. What is more complicated is how these are applied, for example, is it important to mention a balance of male and female guidance staff in a school or a balance of ages within the team. To set down rigid criteria on length of teaching experience necessary for appointment to guidance posts may be to limit the opportunities for creative and imaginative appointments. What is more important is to ensure that staff are not appointed for the wrong reasons because for example, of the subject expertise that they offer or because of uninformed views of the role of guidance staff.

Policies on in-service training of staff are important and this issue has been taken seriously in a number of the regional statements that were examined in the earlier chapter. While it is clearly a matter of considerable importance to the education authority that guidance staff are properly trained to undertake their responsibilities and it is equally important that the staff themselves are aware of the opportunities for training and the level of support that the authority will provide, there are other considerations. It has already been shown that the decision by Strathclyde region not to support the Certificate course in Guidance and to organise instead its own parallel training system in conjunction with Jordanhill and St. Andrew's College of Education seriously weakened the credibility of the Certificate course

and undermined the work of the National Advisory Committee on Guidance. If the view of the Pack Committee that "the absence of a national training scheme is important"<sup>236</sup>, some restriction on the freedom of education authorities to opt in or out of a national structure of training, as outlined in Scottish Central Committee on Guidance report<sup>237</sup> is inevitable. Recognising also that there is mobility of labour across the education authorities, some degree of common currency is desirable. The effect of these considerations is to argue that it may be more appropriate for education authorities to draw up procedures for the training of guidance staff with the context of overall national policies.

It is in the area of general oversight of the quality and effectiveness of guidance systems within schools that there may be greatest scope for the development of education authority policies. The survey as undertaken in Renfrew Division and in Fife Region may be the most suitable strategy for further exploration. Surveys of this nature, undertaken not simply to provide a base of evidence, but to identify problem areas whether within schools or in the relationships between schools and other helping agencies within the authority are an important means of quality control. To be worthwhile, however, there must be a commitment to a plan of action following the survey rather than to see the gathering of evidence as an end in itself. Surveys of regional practice reveal not only problem areas but also examples of good practice. While recognising that good practice is not easily transferable from one school to another, it is possible to draw out general principles that can form the basis of regional guidelines.

To argue in this way - that regional authorities should be concerned not so much with evolving distinctive philosophies of guidance or specifically regional policies on in-service training or

appointment of staff but should focus on procedures for implementation of policy and or evaluation of guidance - is to argue also for closer central direction of guidance. In coming to some overall assessment of the variety of work in policy-making that has been undertaken within education authorities since the early 1970's, one general question arises. With a fuller definition of the role and function of guidance stated at national level would it have been necessary for statements such as - to outline the principles on which guidance is organised (Central region); to report on the role of guidance staff (Lothian Region); to prepare a detailed specification of the role of guidance staff (Grampian region); to form part of the remits of regional working groups. In the event more of these regional reports questioned the basic principles set down at national level but the inadequacy of these principles was attested in the Pack Report - "the fact that so many organisations referred to a need for consistent definition as to what is expected of the guidance system illustrated the confusion quite clearly."<sup>238</sup> That confusion is further exemplified in the different ways and more that education authorities have formulated guidance policies in the last two decades.

## CHAPTER 11.

### GUIDANCE IN SCOTTISH SCHOOLS:

#### THE SCHOOL CONTEXT (i)

#### THE EVIDENCE, THE ISSUES AND THE EFFECT OF NATIONAL POLICY-MAKING

In chapter one - the aims of the research and the nature of the evidence - some indication was provided of the approach that would be taken to the analysis of policy and practice at school level. Whereas there are finite limits on the range of primary source materials that are available for a study of guidance policy-making at national and regional levels, there is almost limitless material, daily increasing, on guidance policy and practice across 450 or so secondary schools in Scotland. The principle adopted, as outlined in chapter one, has been to examine only material prepared by schools, or on schools in the knowledge that this material might be circulated outwith the institution. The main sources of evidence that fulfil this criteria are described in chapter one and will be identified again in this and in subsequent chapters. In practice, however, this has meant sifting through hundreds of separate pieces of evidence (every secondary school handbook; every H.M.I. report on a secondary school; every Strathclyde and Lothian project report, for example). It has been a slow and painstaking process of reading and re-reading; reflection and interpretation. Using only primary source materials, and, in the absence of secondary sources, careful attention has had to be given to questions of weight and balance. The ultimate purpose has been to try to sustain arguments on the basis of evidence. As far as possible the most recently available sources

have been used as evidence. This has allowed judgements to be made not only on the effect of national and regional statements on the 1960's and 1970's but also more recent statements such as the interim report of the Scottish Central Committee on Guidance published in 1983. It is too early to assess the effect on school practice of the most recent statement the 1986 final report of the Scottish Central Committee on Guidance.

The most obvious alternative approach to analysing policy-making and practice in guidance would have been to ignore most of what is already available and to have adopted a case-study approach involving intensive analysis of practice in a small range of schools. Using this methodology it would indeed have been possible to replicate an earlier study - the Weir and Johnston research<sup>239</sup>, research S.E.D. funded and undertaken in three schools in session 1978-79.

Without entering the wider debate on the value of case study techniques in educational research, the Weir and Johnston research showed the limitations of this approach to guidance related activities. The remit of this research had been "to consider in what respects the secondary school functions as a guidance community."<sup>240</sup> Three schools were chosen to cover as wide a variety of school types as possible within a sample of three. It was decided by the researchers "that by asking teachers and pupils about the various contacts they had during a week in school and their impression of the importance or the relevance of these contacts, some judgements could be made of the the types of contact which offered, or were interpreted as offering guidance or orientation or counselling to pupils. From the separate views of teachers and pupils the opposite sides of the transaction could be observed and any difference between

what was transmitted and what was received could be noted."<sup>241</sup>

The research methodology involved staff and pupil questionnaires and semi-structured interviews with groups of staff and pupils across the three schools. Technically this was a well constructed and conducted research exercise with, however, small rewards - the Scottish Education Department having funded the research, did not disseminate widely its findings. The difficulties inherent in the approach are admitted by the researchers in the very last paragraph of the report:- "a research project can sometimes do little more than scratch the surface of a schools life. Teachers will often talk about the climate or discipline of a schools and so paint a picture that the researcher has difficulty in seeing. On this project, some considerable knowledge of three schools has been gained and has enabled a slightly fuller picture to be painted. To go beyond this requires increasing the number of teacher- researchers (those with immediate knowledge of the classroom but also with time and experience so as to use research methodology) through whom access can be gained to the more intimate details of relationships such as those through which effective guidance occurs. In that respect, a full study of 'guidance in one school' would be useful."<sup>242</sup>

In the context of the wider national and regional dimensions of this research exercise a case study of the school would have been limiting and, taking account of the findings of the Weir and Johnston research, a broader approach was adopted. In setting out, however, to examine systematically the great abundance of primary source material available on school guidance policy and practice, some preliminary identification of issues had to be undertaken.



Having analysed national and regional statements since the formalisation of guidance structures in Scottish Secondary Schools, certain issues in relation to school practice seemed to recur.

Firstly to what extent and in what ways have national statements shaped school policies and practices in guidance, particularly in the three broad divisions of personal, curricular and vocational guidance.

Secondly what evidence is there that guidance staff have accepted or been allowed to take on the broader role in relation to matters such as school policies on curriculum, discipline and home-school relationships in the way that has been advocated in national policy statements.

Thirdly, in view of a consistent emphasis at national level on guidance as a whole-school function, what evidence is there of structured approaches to involving other teachers in guidance work in a systematic way.

The first of these issues will be considered in some depth in the course of the rest of this chapter. The second issue will be discussed in chapter 12 and the third in chapter 13. In these chapters no attempt is made to quantify the evidence in the sense of calculating how many schools have adopted one set of practices rather than the other. This in itself, even if it could be done accurately would be a sterile exercise. Rather the intention has been to tease out from the evidence common strands and to use these to discuss the issues. Where statements are made on what seem to be the most commonly adopted practices these are based on broad

interpretation of the evidence. Others prepared to work through a similar process might come to different conclusions.

Taking up the first issue what evidence is there that national policies have shaped school policies and practices in the broad areas of personal, vocational and curricular guidance? In relation firstly to personal guidance there has been a consistent thread through national statements from 1968 to 1986. Expressed simply it is that guidance in its formal sense in the secondary school to for the benefit of the individual pupil rather than to serve the corporate purposes of the institution. In the most recent national statements this notion has been extended further with the proposal that schools should offer a counselling provision. This distinction between the needs of individuals and the needs of the institution may of course be much less clear than it seems at first sight.

It is nevertheless to be expected that in that educational aims for guidance, schools will, if following national policy statements, emphasise self exploration and self-understanding among pupils.

Guidance in these terms may be seen as existing to enable pupils to experience and understand their own needs, strengths and limitations in terms of abilities, aptitudes, practical skills, personal qualities, views and interests.

Of all the aspects of guidance, that relating to the personal development of pupils as it is expressed in national reports is the least widely understood in Scottish schools. Broadly, the evidence from schools across Scotland suggests that there are four interpretations of personal guidance, each laying emphasis on a

different aspect. There is, far at one end of the spectrum a small but significant group of schools where personal guidance is defined as a record-keeping exercise:

"In order to foster a better knowledge of pupils as individuals, their needs and problems, each year group is allocated a guidance teacher who is responsible for looking after and keeping up-to-date all the pupils records. Each pupil will be interviewed at least once per year by his guidance teacher and should know from the start that the guidance teacher is the person to see if there are any problems to discuss. The parents' first contact, therefore, should problems arise should be the guidance teacher, who is the most likely person to have access to the answer required."<sup>243</sup>

There is no value judgement of the worth of what is a very narrow administrative role in the previous extract but in other schools where personal guidance is defined in similar terms there can be a hint of the attitudes that it betrays:-

"The head teacher believes that the matter of guidance to pupils is part of the pastoral remit of every teacher, regardless of subject and there is a major effort to operate in this way. Nevertheless, there is a structured guidance system operated by promoted teachers whose remit is guidance. These teachers are responsible for ensuring that the general welfare of their pupils is looked after and that overall performance is monitored. This is done by teachers carefully scrutinising reports from subject teachers and interviewing where necessary."<sup>244</sup>

These two examples come from different ends of the country and

are fairly representative of a cross-section of around twenty schools in Scotland whose statements on personal guidance are characterised in these terms. A third example from a different region is rather more specific about the form of records:-

" all pupils who enter the academy are allocated to a member of the guidance staff who will be their tutor. The tutor will stay with the pupil to the end of compulsory schooling and become involved in many aspects of the pupils' education. These include attendance, excused absences, report cards...."<sup>245</sup> What characterises schools that interpret personal guidance in these terms is the lack of any allusion to the building of relationships, the making of choices and decisions and problem solving.

A second and larger group of secondary schools - almost double the first group - interpret personal guidance as a group process. In these cases there is little mention of the pupil as an individual the emphasis being on the group. Sometimes this seems to be taken to extreme lengths:-

"When you come to the academy you will be put into one of four houses....Each house has House masters and House mistresses in charge of it. At the end of each session, cups are awarded to the winning house for each activity. The four houses will have completed energetically for these cups throughout the session, for example there have been interhouse competitions in football; hockey; basketball; chess; badminton; table-tennis; swimming; athletics and cross-country running. These competitions are held at lunch time and after school throughout the session. Apart from these items, there is also an interhouse quiz for which points are awarded.

As you can see, every pupil has a chance to help the house he belongs to. We hope that you will do your very best to make sure that your house wins some inter-house cups next year."<sup>246</sup>

This is an extreme example in its encouragement of competitiveness largely for its own sake but it is not an isolated example. It is, fundamentally, a distortion of a rather dated approach. The house system had originally been proposed in the Orange Paper as a means breaking up large secondary schools into smaller units but it was stated clearly that "this should not be confused with the competitive house system in use in many schools to stimulate interest in sports music drama etc."<sup>247</sup> With similar terms being used - house system, competitive house system and housemaster/housemistress - confusion might seem inevitable. That such approaches ought to be regarded as anachronisms may be deduced from the fact that nowhere in the 1983 and 1986 statements of the Scottish Central Committee on Guidance is there a single mention of the house system.

In practice, nevertheless, such systems do still exist. Not all of the schools that emphasise the house system, however, rely on rivalry to motivate pupils. Others associate their house systems with social relationships:- "the school is organised in five houses.. Pupils remain in the same house throughout the first four years of secondary education, thus enabling a good relationship to be built up between pupils and the guidance staff responsible for personal, curricular and vocational guidance. Each year from S1 to S4 contains 12 mixed ability tutor groups or classes and these form the basic units for social and administrative purposes. As far as possible every class retains the same tutor throughout the four year period. The houses concerned each have their own dining

room, social area, toilet accommodation and cloak-room..."<sup>248</sup>

Schools that associate closely personal guidance with house systems focus either on competition or co-operation as the main spring.

Individual needs are seen largely as subordinate to the wider needs of the group.

The majority of secondary schools in Scotland, however, recognise individual needs as a central concern of the provision that is made for personal guidance. From the evidence of school handbooks, project reports and H.M.I. reports it is manifest that at least 80% of the secondary schools pay some recognition to the need to ensure that pupils are known as individuals. Yet that in itself leads to a further dichotomy between schools that see personal guidance as essentially directive and those that attempt to pursue non-directive approaches. This latter group, though distinctly in a minority, are closest in spirit to the philosophy of national statements which emphasise the right of individual pupils to make their own decisions, albeit with the help of guidance staff, rather than have decisions made for them. It is very much a minority of secondary schools that allow pupils the freedom to make their own decisions. Noticeably also it is only in schools that adopt non-directive approaches that the term counselling is ever used. As the following three examples show, schools that have developed this approach to personal guidance are not to be found solely in any one part of Scotland.

"Guidance relates to the development of good relationships between staff and pupils, wherein pupils are helped through discussion and by example to make positive decisions relating to their personal, moral and vocational welfare. Preparing a pupil to take his or her place in the world at large is seen as a function of all the staff of [the] Academy and is emphasised in the tutor group situation where staff aim to develop relationships based on mutual

respect, confidence and a genuine interest and concern for the pupil. There are three members of staff directly responsible for all guidance and counselling and communications with the parents."<sup>249</sup>

In a different region a similar philosophy can be identified in the aims of a schools guidance system expressed in the following terms:-

- "1. The school as a caring community....where all staff have a caring role.
2. The needs of the individual pupil being of primary concern.

The guidance system in the school is a formal structure which exists to help pupils derive maximum benefit from their school life. This it should do, not as a problem-solving agency per se but as a catalyst or a co-ordinating force."<sup>250</sup>

A third example from a community school in a city housing estate encapsulates the idea of non-directive personal guidance in a basic philosophy which is "to enable students to make real decisions, based on an awareness of self and others."<sup>251</sup> In this context guidance staff are expected to work with pupils in a whole range of settings

- " - one-to one counselling
- small group work
- guidance group meetings
- large group or year group assemblies
- student with parents
- student with other teacher
- student with outside specialist
- informal and social
- residential courses."<sup>252</sup>

The very use of the term student rather than pupil is significant, epitomising the nature of the relationship between staff and pupils that the school is attempting to cultivate.

These three examples while by no means atypical represent a minority position. It is much more common to find in the published statements of schools very strongly directive approaches being described. There is evidence too of schools borrowing from each other forms of words to describe such personal guidance aims.

The following statements taken from a staff manual in a large urban-secondary school are to be found also in a paraphrased or exactly similar form in the handbooks of three other secondary schools in the same division. The aims of guidance are

- " - to give each pupil an anchor throughout his/her school.
- to ensure that each pupil is given the opportunity to fulfil his/her academic potential and, where an obstacle exists, to make every effort from internal and external resources to identify the problem and overcome it."<sup>253</sup>

This form of benevolent paternalism - providing anchors and removing obstacles is a particularly strong feature of Scottish Secondary education. It finds expression in other forms, for example the notion of intervention:- the aim of personal guidance is "to monitor the personal progress of individual pupils in such a way as to make informed judgements on when intervention is necessary."<sup>254</sup> Or in compensatory education:- "it is important that each pupil is given additional assistance to that of the home in developing into a well-balanced mature adult. The guidance teacher tries to influence the behaviour, attitude and personal interests of



each pupil in a positive and supportive way."<sup>255</sup>

These examples taken from different schools represent what is, in sheer numerical terms, the prevalent model of personal guidance. It is a model characterised by muscular language. The responsibilities of guidance staff for individual pupils as emphasised - "the guidance teacher remains responsible for a pupil throughout that pupils time in the school."<sup>256</sup> This in itself is subtly different from the language of the national statements on guidance where the responsibility for knowing and being known to individual pupils is identified rather than responsibility for pupils. Similarly what national statements define as helping pupils to make their own choices is more likely to be represented as making choices for pupils. And helping pupils to work through problems is redefined as solving problems for them. The more active participants in the guidance process are the staff - moulding and shaping the pupils in their care. In schools where this kind of approach can be identified there is conversely little to be found in their published statements on the importance of relationships, or the listening skills of guidance staff or the need for specialist counselling

This is not to argue that strongly directive approaches to personal guidance are misguided. Indeed cogent arguments in favour of directing the lives of adolescents can be put forward. The point is rather that, in more than half the Secondary schools of Scotland there are statements on the nature of personal guidance that are significantly different from the principles of the Orange Paper and the interim and the final reports of the Scottish Central

Committee on Guidance. National policy statements on guidance and the creation of a structure of promoted posts in guidance, clearly, have heightened consciousness of personal guidance to the extent that almost all secondary schools recognise the need to make provision. The nature of that provision as it exists in practice, however, has not been shaped by national policy statements.

In the 1976 H.M.I. Progress Report on guidance, curricular guidance was identified as the aspect most in need of further development. While by 1976, H.M.I. had been able to report that schools had made progress in personal guidance and careers education, there was considerable scope for more to be achieved in the provision of curricular guidance. The C.C.C. position paper defined curricular guidance in terms of the support that schools need to provide firstly through the transition points of secondary education and secondly in the continuing monitoring of pupil progress across the curricular subjects. The transition points are fairly well recognised. "While the move from primary to secondary school is the most obvious, there are other significant transitions within the secondary school - between S2 and S3; S4 and S5; S5 and S6 and to further education.... In helping pupils through these transition points, the guidance task is not to eliminate the discontinuities which are, after all, part of the reality of living but to help young people manage them in such a way that they are challenged not threatened by them."<sup>257</sup> Similar principles therefore underlie national thinking on curricular guidance and a personal guidance - both should encourage independence rather than reliance.

The transition from primary to secondary school has received wide spread attention in recent years, in particular through the Education 10-14 programme<sup>258</sup> which has had a relatively high profile. The main thrust of that programme and of the earlier Strathclyde officer-member report on 10-14<sup>259</sup> has been curricular liaison between secondary schools and associated primary schools arising from the concern that pupils were if anything, regressing rather than progressing between primary seven and the end of the first year in secondary school. In some ways however the effect of legislation to extend parental choice of secondary school has further clouded the issues since the notion of associated primary and secondary schools is fairly meaningless particularly in urban areas where secondary schools may be receiving pupils from anything up to a dozen or more primary schools. Curricular planning to be effective would have to be undertaken across divisions rather than localities. The evidence of significant guidance involvement in primary-secondary liaison is slight and mainly concerns the transfer of information on health problems, behaviour and attendance of pupils. H.M.I. reports on schools make little more than occasional mention of it.

A few schools in Lothian and Strathclyde region have carried out project work in this area, mainly also concerning the nature of the information that primary schools might provide. One particular report<sup>260</sup> on such a project - to agree on a common form of reporting between primary and secondary schools reveals the underlying suspicion in such an exercise. It is that negative information passed from primary to secondary schools may be used to label pupils and just as secondary teachers in writing references for employers would wish to emphasise the positive, primary teachers may prefer to leave secondary

schools to form their own views. That said it is common to find that secondary schools do make arrangements to provide some kind of induction programme for pupils transferring from primary schools, and guidance staff are involved. These programmes follow a fairly conventional pattern across the country. "Pupils in the primary schools associated with the High School start their formal contact with the school in the spring of the last year in primary school. Members of the staff from the secondary school visit these pupils in their primary classrooms to introduce themselves and to explain about the changes which will take place in their school lives. Most important of these visitors are the housemaster and housemistress of the new first year and the head of the lower school"<sup>261</sup>

In "a review of the philosophy, aims and procedures of guidance in the school" undertaken by a Dumfries and Galloway secondary school allowed special access to the Strathclyde/Joint Colleges Guidance Course a similar programme is described:-

"During the course of the summer term prior to the transition, Guidance Staff visit all feeder primary schools and meet with the Head Teacher and class teacher to discuss, in some detail, the pupils who are to transfer. Subsequently, Guidance Staff also spend some time with the pupils in order to establish first contact, outline differences they will find in S1 and to answer questions. In June, all P7 pupils are invited to attend [the] Academy for a day, during which time they follow a varied timetable, meeting teachers of different subjects (and usually the Guidance Staff)."<sup>262</sup>

Many similar examples from different parts of the country such as the following from a Borders region secondary school can be cited:

"children who are about to complete Primary Seven in one of the feeder primary schools will be transferred to the High School without the need for any involvement by their parents. We attach great importance to making the transition from primary to secondary as smooth as possible. A great deal of preparatory work is done in the months preceding transfer by the Head of lower school, the lower school guidance staff and the English, Mathematics, Social Studies and Remedial department in conjunction with the staff of the Primary Schools so that levels of attainment, learning difficulties, health and emotional problems are fully taken into account when allocating these young pupils to their register groups. They are also taken on a guided tour of the High school towards the end of their final term in Primary school, spend some time in their new subjects and are encouraged to discuss any worries they may have about transfer. A special meeting is also arranged for the parents of all students who are transferring from Primary, at which the Rector explains the aims and policies of the school and the Head of the lower schools and Guidance Staff are present to answer individual queries."

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The common elements of these programmes are that there are visits by secondary staff to primary schools; visits by primary seven pupils to secondary schools for periods of time up to a week in length to sample the secondary curriculum and parents meetings. Guidance staff, usually working alongside subject colleagues, a significant role in these activities. Their particular responsibilities relate generally to identifying health and emotional problems of the pupils and helping to answer the questions raised by parents. Only in a very few secondary schools is there evidence of a more dynamic role, the most notable being in Lothian

region where guidance staff meets groups of parents in the primary schools and, through structured group activities, talk through the fears and anxieties that parents feel as their children move into secondary education. Apart from the few schools that have moved into these more parent-centred approaches there is, therefore, a generally well established pattern of guidance activity in primary/secondary liaison. That it has developed along fairly uniform lines is the result more of conventional wisdom derived from practice in schools than from national or regional statements which could not, in any case, be expected to set down prescriptions in such specific aspects of the work of the school. What can be stated however is that the recommendations of national policy statements that guidance staff should be involved at the transition point from primary to secondary school are being fulfilled, albeit generally in a fairly mechanistic way.

The next stage of transition in the secondary school is from S2 to S3. In the words of the S.C.C.G. final report - "the choice by pupils of their S3 curriculum is of major significance for their educational and vocational future."<sup>264</sup> The guidance staff are involved to a considerable extent in the process of option choice is beyond question. This is recognised in almost every H.M.I. report on secondary schools and in the public statements of secondary schools. A much more significant question is the nature of that involvement. In examining the role of guidance staff in personal guidance, a strong tendency towards directiveness was identified. Similar observations have been made in national statements with regard to the curricular guidance provided by schools - "the most appropriate options for many pupils at the end of S2 often seem obvious to teachers and there can be a tendency

to be directive or to communicate only through acceptance and checking of a course option form."<sup>265</sup> This tendency is deplored.

"We consider it important that pupils and parents, assisted by guidance staff, take responsibility for the choices which are made."<sup>266</sup>

The importance of the decision-making process at the end of S2 and the extent to which it represents a real choice has however been questioned. The 'Awareness of opportunities' project undertaken on behalf of the Scottish Council for Research in Education was a longitudinal study from 1976 onwards of two successive samples (594 in the first sample and 592 in the second) of young people nearing the end of their second year across eight comprehensive secondary schools in Scotland. Much of the early work of the research project was focussed on subject choice at the end of S2. The conclusion reached was, "that the area of individual choice was quite limited.....the students adapted naturally and with the minimum of direct guidance or influence, curricula which were appropriate for them on the basis of principles which were mutually accepted but not discussed (a conclusion) admittedly difficult to demonstrate or indeed to nullify or disprove."<sup>267</sup>

Decisions are not, therefore, great watersheds in the lives of the pupils but "are the outcome of a process which has been going on quietly in the minds of the students during the earlier years."<sup>268</sup>

In one sense however this consensus reached by means of a major research project is no more than a statement of the obvious.

The whole orientation of S1 and S2 in the Scottish Secondary School is diagnostic, providing a wide range of new experiences for pupils,

and offering opportunities for teacher assessment and pupil self assessment of skills and aptitudes. It is to be expected therefore that pupils, parents and teachers will have already formed profiles of performance by the time the end of S2 is reached. In such circumstances the main parameters within which choices will be made are already set. There are, however, within these limits important decisions to be taken. The appropriateness of the cluster of subjects for vocational purposes; whether to pursue subjects where likely success is uncertain and the influence that the experience of having had particular teachers rather than the subjects themselves may be having on the decisions that pupils reach need to be explored. Indeed the very fact that decisions may arise from assumptions inherent in the schooling process is all the more reason to encourage discussion at the particular points where choices are made.

Analysis of practice across Scotland reveals that the role of guidance staff in the option choices made at the end of S2 is widely recognised. While there is little comment in H.M.I. reports on the procedures that schools adopt, there is a wealth of information in the public statements that school make to parents. From the claims that schools themselves make, there is evidence that schools are encouraging discussion involving pupils, parents and staff, in particular guidance staff. Before examining the form that such discussion takes, it has to be conceded that there is evidence from certain schools to substantiate the criticism of the Scottish Central Committee on Guidance that there can be a tendency towards directiveness. Occasionally this is admitted quite openly:-



"Information is given on what areas of learning are compulsory and where there is freedom of choice but pupils are advised about wise and unwise selections according to their predicted areas of strength and weakness. The process then continues with pupils interviewed individually, twice where necessary, by appropriate Guidance staff, before recommended programmes of studies are sent home to parents by the Assistant Head Teacher in charge of the Lower School Guidance Team. At this point parents have the opportunity either to indicate that they agree with the schools advice or to arrange an interview with the Assistant Head Teacher in charge of the Lower School for further consultation so that agreement can be reached."<sup>269</sup>

In this example the approach is openly directive and the guidance staff are seen as having the central, indeed the sole responsibility for providing direction. There are other instances, such as the following, where the school sets up elaborate procedures for consultation but ultimately reserves a right of veto.

"Towards the end of second year the pupils will have chosen their S3 and S4 curriculum. This is done after lengthy discussion and consultation: some steps in this procedure are outlined.

- (a) Register teacher discusses "Careers" with S2 pupils as part of the Guidance programme.
- (b) Housemaster /housemistress then discusses subject choice with each individual pupil.
- (c) Assistant Head Teacher conducts a guided trial run giving pupils a chance to become familiar with the option form.
- (d) Reports are sent home to parents, and a parents' meeting takes place when parents can discuss pupil performance with individual class teachers, housemaster and the Assistant

Head Teacher.

- (e) Parents who prefer to do so are invited to make individual appointments. After this pupils complete the option form.
- (f) On return, these forms are further vetted by Housestaff and Assistant Head Teacher (middle school) for obvious anomalies."<sup>270</sup>

These examples are not, however, representative of the claims that schools make. There is evidence, perhaps from the growing awareness of the reality of parental choice, that the rights of parents are being respected. Some schools openly admit that in the final analysis, the wishes of parents will be the major consideration. More commonly statements such as the following are made:- "at the end of S2, after full discussion of the pupils' performance and wishes about S3 and S4 courses, parents are invited to attend parents meeting to discuss these with the staff. The final choice of subjects remains with the pupil and parents."<sup>271</sup> This idea of discussion, involving school staff, parents and pupils with parent and pupil making the final choice comes through strongly in the statements that schools make. It has already been indicated that some schools go further and make the wishes of the parent the overriding concern, postponing the stage of pupil choice until the options made at the end of S4 - "since, by this time, many pupils have reached school leaving age, more credence, is placed in the student's wishes."<sup>272</sup> Given the age of pupils at the end of S2 is likely to be thirteen or fourteen it might be expected that the parents rights would be preserved. There are however many more examples from schools putting the responsibility for choices on to the pupils themselves rather than parents. Whether

they would carry this through if there was conflict between parent and child is arguable but statements of the following nature can be found in the option procedures of schools in different parts of the country as these two examples show:- "after consultation with parents and guidance from the staff, pupils will choose the courses and the subjects which are most suited to their individual needs and requirements." and "advice about subject choices and career potential offered to pupils and parents will be based on the aptitude and ability of the pupil. Any pupil who selects a course of study which he/she considers to be of a non-traditional nature may, if he/she wishes, seek special advice about options from guidance staff."<sup>273</sup>

Overall, therefore, different models of practice in relation to S2 option choice can be observed. There is some evidence to suggest that the Scottish Central Committee on Guidance was right to warn against over-directiveness on the part of guidance staff but evidence also to suggest that school practice, in general, is consistent with national statements on the need to assist parents and pupils to take responsibility for the choices that are made. What has been commonly observed in each of these approaches, directive or non-directive, is the recognition that guidance staff are centrally involved in the process. This is borne out in the published reports of School inspections where generally the role of guidance staff is recognised. In the rare instances such as the following where guidance staff are not found to be closely involved in the option choice process some fairly direct advice is given by H.M. Inspectorate.

"Curricular guidance was not, at present, a substantial function of guidance staff and advice to pupils moving from S2 to S3 and from S4 to S5 was given by members of the senior promoted staff.... For the future, the complexities of new courses and changing patterns of employment and continuing education make it essential to give greater priority to curricular guidance and to increase the knowledge and expertise of guidance staff in this field so that pupils can be advised by staff who know their interests and attributes well."<sup>274</sup> Offering advice in course choice at the end of S2 is therefore a clearly established priority for guidance staff.

When the Orange Paper was written in 1968 the transition from S2 to S3 was seen as the most important point in the pupils school career when decisions on the curriculum to be followed were necessary. Beyond that "curricular guidance must be continued throughout the pupil's school life and his progress in general - and not only in individual subjects - carefully assessed"<sup>275</sup> During the long gap between the Orange Paper and the S.C.C.G. statements in the 1980's a great deal had changed. In 1968 the school leaving age had been 15. For those intending to leave at the statutory minimum age the task of the school had been to provide appropriate careers education in their final year. For those staying on, in the words of the Orange Paper, "a reappraisal of earlier aspirations will normally be advisable in the course of the fourth year."<sup>276</sup> By the 1980's the position had become very different. With fewer and fewer young people moving directly into employment at 16 the choices that they faced were rather different. It was evident from the H.M.I. Report on Teaching and Learning in the

Senior Stages of the Secondary School<sup>277</sup> that pupils from a much broader range of abilities were staying on into S5 and in so doing creating new challenges for schools that were accustomed to an academic fifth and sixth year. The developments arising from the publication of "16-18s in Scotland: An Action Plan" offering opportunities to pupils to combine courses in school and in Further Education College and offering schools the possibility of providing modules of a type previously available only in F.E. colleges, has widened considerably the choice open to young people. It was for these reasons that the Scottish Central Committee on Guidance argued for "the implementation of a more structured approach to the decision-making process at the end of S4 - perhaps reflecting the care and attention given to the decision-making process at the end of S2 - to include curriculum components, counselling interviews, active parental involvement and arrangements for the review of pupil progress on selected courses during S5."<sup>278</sup>

It would be unrealistic to expect to find much evidence that schools had been able to implement more structured approaches to decision-making given the recentness of the Scottish Central Committee on Guidance report. The whole business has been further complicated in some regions where schools, and further education colleges have been encouraged to operate as consortia or partnership groups and much time and energy has been devoted to structural issues- What courses would be provided in which locations. There is little evidence from schools to suggest that decision-making procedures reflecting the same care and concern given to the decision-making

process at the end of S2 have been adopted. Most progress has been made in preparing booklets describing what courses and modules are available within the school and elsewhere in the area, particularly if timetables have been co-ordinated and transport is being provided. It is difficult to draw any conclusions at this stage on the role that guidance staff play or are likely to play in the curricular decisions that pupils will face at the end of S4. Within one secondary school, as part of the Strathclyde/Joint Colleges course on Study and Guidance and the Action Plan was undertaken in 1984.<sup>279</sup> It revealed certain logistical difficulties in operating a similar structured process of decision-making at the end of S4 as exists at the end of S2. Whereas at the end of S2 pupils, parents and guidance staff can discuss appropriate choices on the basis of the evidence assembled from school assessments, the results in the first main public examination of pupils that takes place at the end of S4 are not available until the middle of the summer break. Decisions taken prior to these results would be, of their nature, provisional and call into question the value of time spent in lengthy processes of discussion in May or June.

At a different level, the competence of guidance staff to offer advice on courses taught in other institutions within a consortium or a partnership group may be open to question. This issue was discussed in the Cathkin project and it was concluded that "where a pupil requires advice in a subject taught outside his 'base', this would probably be given by the teacher in charge of the class but should be communicated through the designated liaison channels to the appropriate guidance staff."<sup>280</sup> This rather vague statement

conceals the difficulties that will face establishments working increasingly in partnership - difficulties relating to arrangements for induction, for monitoring progress, attendance and behaviour and questions of access to student records and information. The Scottish Central Committee on Education has identified a pivotal role for guidance staff in this process but it is much too early to make judgements on the evidence as to the extent that this is beginning to happen.

As has been identified earlier in the chapter, curricular guidance has been seen as two-dimensional. There is the support that is provided in a structured manner through the main points of transition in secondary school. Equally important is the process of continuous monitoring of pupil progress across the curricular subjects.

In 1968 the Orange Paper had stated clearly that "care must be taken that the total weight of each pupils' course is appropriate for him, and this can be done only by someone considering the course as a whole. The pupils' progress should be continuously kept under observation. If, for example, he seems to be doing less well in one subject than in another allied one this discrepancy should be looked into and if possible the reason for it discovered."<sup>281</sup>

This responsibility was identified as an important aspect of the work of guidance staff. By 1976, and the H.M.I. Progress Report, it was clear that, simply this was not happening:-

"although schools had correctly concentrated their efforts in curricular guidance on the choice of subjects at the end of S2, their procedures for monitoring pupil performance before and after that stage required considerable development. However, a more

fundamental problem was posed by the fact that, for the most part, responsibility for curricular guidance resided with the subject teachers. Some schools had begun to appreciate that, when the appropriate background information about individual pupils is available from guidance sources, the assessment of subject teachers can be fitted into a wider context. But in other schools the role of guidance staff was little recognised."<sup>282</sup>

That guidance staff had made so little progress in this role was far from surprising. The nature of the role itself - the taking of an overview of pupil progress across the curriculum - was more akin to that of senior management of a school than to the middle management responsibilities of principal teachers (subject) or (guidance). It was, moreover, a role that taken seriously could be seen as threatening by the much longer established principal teachers i.e. the heads of subject departments. To take further the point made in the 1968 Orange Paper, if pupils were performing less well in specific subjects than in others there was no certainty that the problems lay with the pupils themselves. And if the reason for the discrepancy lay in the curriculum, organisation or teaching styles adopted with a particular subject department, questions of professional loyalty were involved as well as responsibilities to pupils. To be undertaken successfully, this aspect of the role of the promoted guidance teacher demanded high levels of skill in management and negotiations. Little of this, however, was written into the job descriptions of early appointees to guidance posts.

The Scottish Central Committee on Guidance statement does not explore the extent to which this situation had improved by the



1980's although it recognises that "a continuous and important aspect of guidance on the curriculum is the need for effective procedures within the school for obtaining from class teachers a detailed picture of a pupil's progress during the session."<sup>283</sup> How this is to be achieved is presented in a way that is designed to be non-threatening -" this calls for close liaison between guidance staff and class teachers and both should be involved together in follow-up action. Consistent with the committee's philosophy of guidance as a whole school function, is the belief that involving class teachers more closely in this process is important."<sup>284</sup>

The evidence on practice in schools on monitoring pupil progress suggests a very uneven pattern. It is clear both from H.M.I. reports on schools and from the statements that schools themselves make that it is not uncommon to find little attention paid to curricular guidance between the main transition points. The point is well made in H.M.I. reports where comparisons such as the following can be found:- "there is however a need for the school to review course guidance procedures in light of the variations of S.C.E. performance; for example, only 38% of these presented for seven 'O' grades in 1984 actually passed seven, 24% of them passed three or fewer."<sup>285</sup> The following list of guidance tasks set out in a school handbook and which makes no mention of monitoring curricular progress is by no means atypical:- "Guidance staff are involved with pupils in the following interviews:-

- (1) Regular one to one interviews with each pupil - at least once per session
- (2) Special interviews in response to pupil needs or request

- (3) Interviews at the end of S2 and (if required) S4 to give curricular and vocational help to pupils.

Guidance Staff are also involved in:-

Monitoring the attendance of the pupils in their care.

Writing references for potential employers.

Organising, with help from agencies outside school, a programme of careers education.

Presenting their pupils with a programme of health education.

Preparing their pupils for some of the realities of adult life through a series of lessons on social education.

The members of the guidance staff are, therefore, very involved in the personal, curricular and vocational aspects of your child's education."<sup>286</sup>

The use of the term monitoring, in that example restricted to attendance is also typical of the approach taken in a range of schools across Scotland. From a different part of the country, the following example suggests more than a semantic difference between the use of the term scrutiny and monitoring:- "the guidance staff make every effort to know each pupil as thoroughly as possible in order to be able to give practical advice on personal, curricular and vocational guidance. To this end, the staff will scrutinise the academic performance of each pupil and monitor his or her health, behaviour and attendance."<sup>287</sup> Evidence from schools across Scotland demonstrates a similar lack of awareness of this dimension of the guidance role. This however, is not the whole picture. H.M.I. reports make reference to schools where "pupils performance was monitored closely and reviews of curricular progress were carried

out twice yearly and issued to parents"<sup>288</sup> and "pupils scholastic progress was regularly monitored."<sup>289</sup> There are schools which themselves explicitly recognise the importance of monitoring pupil progress:- "the team must also liaise closely with subject teachers to oversee each individual pupils' curriculum and to ensure that it meets the need of that pupil."<sup>290</sup> One secondary school, notably, in preparing a guidance calendar identified monitoring progress as its main task in S3 and S4.

### "S3

- (i) Monitor progress in new courses and arrange for changes where advisable and possible. (September - October)
- (ii) Check on progress and advise parents where under achievement, (throughout session)

### S4

- (i) interview new pupils
- (ii) check on progress and advise parents of under achievement (October.

,"<sup>291</sup>

The unevenness of practice across schools in monitoring pupil progress as an aspect of curricular guidance suggests little overall improvement since the H.M.I. Progress Report in 1976. Questions also arise as to the importance that H.M.I. place on curricular monitoring. Whereas it is unusual not to find comment in H.M.I. published reports on the role of guidance staff at S2 option choice; it is uncommon to come across references to procedures for monitoring

pupils progress. Where these do occur, it is either because there is evidence of particularly worrying failure rates or else it is in the form of a generalist statement of recognition that pupil progress is regularly being reviewed.

Approaches to personal guidance and curricular guidance have already been discussed. The third broad division is vocational guidance or, as it is often more prosaically described, careers education.

Of the three aspects of guidance careers education has been subject to the most profound pressures for change since 1968. Re-reading the Orange Paper and the statements made on Careers Education nearly twenty years ago is a powerful reminder of changing economic circumstances:- "traditionally parents have turned to the schools for advice regarding the choice of career for their children, and the schools have increasingly recognised their responsibilities in this field. The choice, however, has become more complicated.

Not only is there a wide diversity of courses offered in school but there is a much greater variety of occupations from which to choose .....Many young people who have recently left school have complained that they entered jobs without a real understanding of what was involved. More systematic guidance would help some pupils to avoid failure and disillusionment in the employment selected."<sup>292</sup>

Contrast this with the opening paragraph of Chapter Seven of the 1986 Scottish Central Committee on Guidance report:- "the need to re-assess attitudes and approaches to careers education justified its close consideration.....the effect which lack of employment prospects has on many young people is becoming increasingly clear. It is claimed that of the present generation

of young people, some may never experience what is traditionally regarded as employment, many will experience long spells without work and very few will remain in the same job for life...Fundamentally education and careers education in particular must face questions such as: is the traditional work ethic still relevant; is job satisfaction still a priority or is any job, in fact, better than none?"<sup>293</sup>

There is no other aspect of guidance in Scottish Secondary Schools that has undergone a similar reassessment at national level in the past two decades. Before considering the evidence from schools on how school practice has been affected, there are some more general issues to be recognised. In the early years of formal guidance systems in Scottish schools, careers education was probably the least contentious area of operation. Personal guidance always had its inherent contradictions; curricular guidance carried the threat of possible conflict with other colleagues but careers education was more clearly understood, accepted and delineated. Unlike personal guidance and curricular guidance, careers education could be formalised into a teaching programme with pamphlets and worksheets, outside speakers, visits, careers conventions and films. A simple but effective approach, described in the following terms in the 1976 H.M.I. Progress Report was widely adopted within schools:- schools usually provide a programme of vocational guidance which includes information about a range of occupations and careers, the qualifications and personal qualities required of the entrants to them, and the opportunities for advancement which may be open to those who take up certain kinds of work. Against this and other information about the world of work with which they are presented, pupils are then encouraged to measure

realistically their own capabilities and adequacies and consider what kind of life they may fashion in particular fields of employment."<sup>294</sup> Job assessment and self assessment - the matching of information about jobs with personal qualities and characteristics became the core of the careers education process.

Not only have the changed economic circumstances of the 1980's brought challenges to the validity of this approach, questions of wider political significance have been raised. If schools choose to reassess entirely their approaches to careers education taking the view that long term unemployment is an inevitable consequence of economic forces beyond the control of national government, they may stand accused of accepting the wisdom of one party's political philosophy. If on the other hand schools continue to provide careers education programmes that do not take account of the realities of youth unemployment, credibility in the eyes of the pupil will have been lost. An issue as specific as the Youth Training Scheme and how it should be presented to school-leavers raises a whole series of sensitive issues for schools. On a broader front it can be argued that the very term careers education has to be redefined with less emphasis on preparation for working life and greater consideration given to "decisions relating to choice of social, leisure and educational activities and about life style in general."<sup>295</sup>

The weight of evidence from schools demonstrates the commitment that has been made to developing the approaches to careers education set out in national statements of the 1960's and 1970's. There is as yet little evidence to suggest that schools have understood the implications of the most recent national statements. In both the claims that schools themselves make and in the observation

of H.M.I. on school practice there is still broad acceptance of the prevailing wisdom of the 1970's. It is evident also that a considerable expertise has been built up within schools in the planning and organisation of careers education programmes. There is a wealth of detailed information on programmes of the following kind from schools across Scotland: "the school has always placed a high priority on a careers guidance programme....To this end, pupils from S2 -S6 have a structured programme of careers guidance each week. This programme includes self and job assessment, sources of information, techniques of application and interview situations.

In addition guest speakers from industry and commerce, universities and colleges are invited to meet and advise pupils in groups and on a personal basis. A feature of careers guidance for pupils in S4 and S6 is the annual careers convention held in the Games Hall of the schools during the autumn term. On that evening over 100 consultants give freely of their advice to parents and pupils of the school."<sup>296</sup> Further refinements of this approach are work experience - "through the work experience fortnight at the end of S4, the realities of the world of work are made apparent."<sup>297</sup> and JIIG-CAL <sup>298</sup> a computerised approach to careers guidance which has been adopted in Lothian and Fife region schools and in some other parts of Scotland.

H.M.I. have generally been satisfied with the practice that has been observed in schools. Where criticism is made by H.M.I. the most commonly expressed complaint concerns out of date materials rather than matters of philosophy:- "Guidance Staff should take steps to maintain and update their own knowledge of career

opportunities and should review the materials in the careers library to ensure that information is adequate and up-to-date"<sup>299</sup>

Similarly in a school in a different part of the country "there is an urgent need for the school to review its work in vocational and careers guidance, and in doing so to ensure that the recently appointed specialist develops his expertise and becomes more fully involved as a member of the guidance team. As a matter of priority he should be encouraged to develop a programme of careers education from S2 onwards. This should include training pupils in the use of the careers section of the schools library where suitable and up-to-date materials should be built up."<sup>300</sup> Where these criteria were met H.M.I. were satisfied with this approach to careers education as the following three examples demonstrate:-

"Vocational and careers education were well planned and organised. The computerised system of self-appraisal and assessment (JIIG-CAL) formed the basis for advice in S3 and S4 culminating in an interview with the Careers Officer."<sup>301</sup>

"Vocational and careers guidance was accorded a high priority. A considerable part of the social and moral education programme after S3 was assigned to careers. It was dealt with at an individual level by an assistant headteacher at S5 and S6 and was satisfactorily supported by materials (including those provided in the library's increasingly useful Careers Section), by outside speakers and by careers officers."<sup>302</sup>

"a considerable proportion of the timetabled guidance period was concerned with careers education. This aspect of guidance was successful in attaining its objectives. Pupils showed a good knowledge of various careers and had clear ideas about their futures in most cases."<sup>303</sup>



Much of what has been described is called into question by the position that the 1986 Scottish Central Committee on Guidance adopted. If, as the Central Committee argued, few of the present generation of young people will remain in the same job for life and some may never experience what is traditionally regarded as employment, the objective that young people should have clear ideas about their futures becomes questionable. Nor is there in H.M.I. observations any real recognition of a need to broaden the definition of Careers Education beyond its narrow focus on employment.

For schools to respond to the Central Committee on Guidance recommendation that careers education programmes should be broadened to provide opportunities to question the continuing relevance of the work ethic raises wider issues. The ethos and the discipline of secondary education itself in Scotland is formed around the work ethic. To question its relevance in relation to life after school begs the question of its relevance in schools life itself. There is very little evidence to suggest that secondary schools have begun to tackle these issues in any structured form within the orbit of careers education. Where issues such as the profitable use of leisure time and coping with unemployment are considered, the evidence suggests that this happens within social education programmes running alongside careers education programmes which themselves are rather more traditional in philosophy. This dichotomy is apparent in the work carried out in one secondary school<sup>304</sup> in an area of high unemployment in the urban belt of Scotland. The aim of the project was to review the aims and objectives of the syllabus currently used in the timetabled guidance period from

S1-S4 with a view to discarding topics which were no longer relevant and identifying new topics to be incorporated within the syllabus.

This review was undertaken after the publication of the Scottish Central Committee on Guidance interim statement in 1983 and the staff involved took "cognizance of the comments made in the report of the Scottish Central Committee on Guidance on the Subject of Careers Education and the view that there is a 'need to reassess attitudes and approaches' to careers education."<sup>305</sup> The approach adopted by the school in the light of this review left largely intact the existing careers education programme which was based on the world of work and built into the wider personal/social education programme topics such as the work ethic (to be dealt with in S2); self awareness on all activities not just work (to be dealt with in S3); positive use of leisure (to be dealt with in S4); coping with unemployment (to be dealt with in S5). Setting aside the issue of whether these topics were being handled in the most appropriate order or at the optimum stage in the pupils' career (arguably coping with unemployment should have been considered in S4 because the S4 leavers are in many ways the most vulnerable group), this whole approach is by its nature highly questionable. The ideas advanced by the Central Committee on Guidance that careers education, itself, should be broadened and self assessment related "not only to jobs but also decisions relating to choice of social, leisure and educational activities and about life-style in general"<sup>306</sup> provides greater coherence.

The dilemma that faces those with responsibilities for careers education in secondary schools is whether to reassess entirely

the whole basis on which programmes have been developed over the past two decades and which may be relevant still to those pupils who will go on to higher education or into employment. Or to begin again with a new and wider definition of careers education, more broadly based and less job-specific and to encourage flexibility and the acquiring of a useful range of transferable skills, postponing decisions about career choice in a changing employment situation.

Thus far, personal guidance, curricular guidance and careers education have been considered separately but the reality is that these are very closely interrelated. By separating them out it has been possible more easily to analyse and discuss school practice in relation to national policy statements. In each case there have been very specific issues in personal guidance, for example the degree of directiveness or non-directiveness that characterises the Scottish approach, in curricular guidance, for example, the extent to which guidance staff have been able to establish their credibility in monitoring academic progress across the subject areas and in careers education, for example, the more fundamental questions that changing economic circumstances have brought to the attention of guidance staff. At this stage no attempt has been made to draw together the threads of these separate discussions.

This has been left deliberately until other aspects of the role of guidance staff have been analysed in chapters 12 and 13, but is taken up and drawn together in the concluding chapter, Chapter 14.

## CHAPTER 12:

### GUIDANCE IN SCOTTISH SCHOOLS:

#### THE SCHOOL CONTEXT (ii) GUIDANCE STAFF AND THEIR INFLUENCE ON WHOLE-SCHOOL POLICIES

In Chapter 11 the traditional responsibilities of guidance staff for personal guidance, curricular guidance and vocational guidance were examined. There are however other aspects of the guidance role that need to be analysed in the context of the secondary school. The three aspects that have been identified - guidance and the curriculum; guidance and discipline and guidance and home/school relationships emerged as issues in the responses to the interim report of the Scottish Central Committee on Guidance 1983 and are indeed chapter headings in the final report of the Scottish Central Committee on Guidance 1986. It is important that these aspects are examined because in each case they provide evidence of the ways in which the guidance function is related to other functions of the secondary school and of the extent to which guidance staff have an influence on the making of whole-school policies. There is also a growing body of evidence on individual school practice in these areas which is unpublished beyond the collated project reports of the Joint Colleges/ Strathclyde and St. Andrew's/Lothian school-focussed guidance courses. These are aspects of guidance also to which reference is made frequently in the reports of H.M.I. inspections and in other public statements made by schools themselves.

In considering guidance and the curriculum it is important to clarify immediately a distinction between guidance on the

curriculum which is essentially what has already been discussed in Chapter 11 as curricular guidance and guidance within the curriculum which will now be considered. Guidance within the curriculum can be defined in two ways. Firstly as the opportunities that the traditional teaching subjects afford for personal and social development either by the nature of the content of the subject or by virtue of the methodology that teachers employ.

It can be argued that all of the teaching subjects, in their own ways, contribute to the personal and social as well as the intellectual or aesthetic or psychomotor development of pupils.

But it is probably more in the teaching methods than in the subject content itself that this is realised. Through the Standard Grade Development Programme, for example, there is an increased emphasis in new courses such as Social and Vocational Skills as well as in more traditional subjects on problem-solving, co-operative learning and small group work. As the emphasis within classrooms shifts from teacher teaching to pupil learning what has come to be recognised as the potential of the classroom situation as a medium of guidance through the hidden, informal and formal curricula can be more fully exploited.

Secondly and of more immediate relevance in the context of this research exercise is that dimension of the formal curriculum that has been explicitly concerned with personal and social development and is known variously as the guidance period or the social education programme. At national level there has been considerable discussion and debate on the long term aims

and purposes of social education inspired to a considerable extent by research undertaken by the Scottish Social Education Project funded by the Scottish Education Department with support from Jordanhill College of Education.<sup>307</sup> A distillation of this research and of other work on social education provided the material for the fairly brief C.C.C. Position Paper on Social Education published in 1984. The term social education, as such, first appeared in a national document in 1955 in the memorandum on Junior Secondary Education<sup>308</sup> and the historical origins of social education programmes are to be found in the junior secondaries rather than in the senior secondaries prior to 1965. As the memorandum on Junior Secondary Education shows there was a concern in the 1950's with education for citizenship, for vocational education and education for leisure. In the 1960's and the 1970's the clear purposes of social education as it was defined in the 1950's were lost. Changing attitudes within society, in particular a growing emphasis on individual freedoms made the language of the 1955 report with its emphasis on citizenship, loyalty and service appear very outdated. The result was not evolution of a concept of social education but simply confusion. In 1976 for example the H.M.I. Progress Report on Guidance observed that "Schools have remained at the 'Working definition' stage of development in social education courses. They now require to move forward towards and examination of the components of social education itself."<sup>309</sup>

In this confusion it was perhaps inevitable that guidance staff should become ensnared. Although in 1977 the Munn Report had

stated clearly that social education was the responsibility of all teachers and could not simply be assigned to a special group of staff<sup>310</sup> the research undertaken through the Scottish Social Education Project showed in practice a rather different situation.

"of all special programmes by far the most common is the weekly period - frequency and length vary - devoted to social education or guidance and taught in most cases by guidance staff, although not infrequently by form teachers. The preponderant role of guidance teachers is sometimes contested by subject departments which, however, are rarely involved through their own initiative but rather by invitation or even conscription aimed at lightening the load on guidance staff. There is a generally negative staff attitude to special programmes."<sup>311</sup>

These conclusions were reached through sampling and questionnaire techniques across a broad range of schools in Scotland and do not entirely correspond with the evidence from H.M.I. inspections of secondary schools which suggest a wider spectrum of practice. At one end are comments such as the following which could be seen as supporting the views of the Scottish Social Education Project:-

"a timetabled social education programme which includes aspects of personal and social development, health education, curricular information and careers education as the principal means by which guidance staff maintained contact with pupils. Resources for teaching this programme were inadequate. There had been no corporate approach to the devising of teaching materials."<sup>312</sup>

Or expressed even more bluntly:- "the social education programme which was taught by guidance staff was not impressive. It was

limited and repetitive and did not give sufficient attention to the development of social and life skills. In the classroom there was a lower level of pupil involvement in discussion and activity than was desirable. The programme should be revised in terms of content, progression, teaching strategies and resources."<sup>313</sup>

Observations of this nature by H.M.I. have to be balanced however by positive statements such as the following:- "an interesting feature of the school was the fact that social education, the formal curriculum and the informal curriculum were integrated in a variety of ways.

Pupils as part of their curricular experience ran a creche for the children of mothers who themselves might be taking the opportunity to join an adult class in the physical education department, or attending courses in examination subjects."<sup>314</sup>

And in another school "The new arrangements for social education marked a commitment to the belief that guidance and social education are central activities in the school."<sup>315</sup>

These points are made to illustrate the variety of practice across Scotland but not to question the general validity of the conclusions reached by the Scottish Social Education Project. There is other evidence, however, that can be used as a means of closer analysis of the role of guidance staff in social education, namely the project reports from the Strathclyde and Lothian school-focused guidance courses. The most commonly chosen topic for examination within the school was some aspect of social education provision, showing in its own way the importance of social education to guidance staff. The main weakness, however, in most of the work that was undertaken by schools was that it did not question the assumption that guidance staff should be organising and teaching the programmes.



Rather the concern was with identifying more appropriate content areas and methodologies that would promote more active involvement by pupils. Why it was seen as important that guidance staff should be planning and teaching these programmes is illustrated in the report of a project undertaken in a Lothian school<sup>316</sup> in session 1983-4. The aim of the project was to assess the efficiency of the guidance system as it existed at that time within the school. As a result of a falling school roll and other internal adjustments within the school, the number of guidance staff had been reduced and the amount of time available for guidance work had shrunk also. Prior to these reductions there had been one member of the guidance team with a specific responsibility for all aspects of guidance work with each year group. Outlining the "defects that have developed with change" the guidance staff involved in the school project were clear in their own views:- "social education has always been considered a vital element of the guidance system, with the year staff taking social education time only with their own year group. It now appears impossible because of subject commitments, with the result that there has been a weakening of contact time and perhaps influence time with the year groups."<sup>317</sup> There is an obvious logic in this approach - guidance staff have a particular responsibility for the personal and social development of pupils, if they have undergone guidance training they will have additional expertise and the social education programme is the vehicle for their influence.

It is a view of the role of guidance staff that is directly challenged by work undertaken by the guidance team in a Strathclyde school also in session 1983-4 as part of the Strathclyde guidance course.

There the philosophy "is based on the belief that we see social education, not as the province of a particular group, but as requiring a commitment from all staff, pupils and the community"<sup>318</sup> - a view that is consistent with the philosophy of national statements, for example, the Munn Report. (The potential weakness of this approach is that of tying down responsibility for social education if it is seen not as the province of particular staff but as a whole-school responsibility. And what is a potential weakness may become a source of conflict, if, as the Scottish Social Education Project identified there are generally negative staff attitudes to social education programmes.) What characterised the approach of this school was the way in which the devolution of responsibility was planned and implemented. In S1 and S2 the social education programme was taught by the form teachers with guidance staff providing teaching materials. In S3 and S4, however the Social Subjects took the major responsibility for the teaching of social education. Six advantages were identified: "using Social Subjects allows for :-

- a) All S3/S4 pupils to be covered
- b) Reduction in overlap of topics
- c) Teaching by specialist teachers
- d) Guidance Staff being released to teach their own subject
- e) Guidance Staff having more time to devote to pupils needs
- f) The promotion of guidance as a whole school concept.

On aspects of Health Education, the departments of Physical Education, Home Economics and Biology examined their respective contributions and identified areas of overlap."<sup>319</sup>

In S5 and S6 the Social Education programme was timetabled and taken by guidance staff.

The difference between the two approaches that have been identified - one in a Lothian and one in a Strathclyde school - is more than simply one of attitude. It would not be enough for guidance staff to be willing to let go their hold on social education - that in itself has the potential for causing greater conflict and confusion. The process of transition has to be effectively managed and this calls for particular skills of a high level. (The Assistant Head Teacher who led the project team in the Strathclyde school became, in his early thirties, an Adviser in Guidance in an education authority in Scotland). The ways in which guidance staff, traditionally, have defined their role in social education has had important consequences. It has determined to a considerable extent their use of time and it has coloured their own and their subject colleagues views on social education. In so doing it has helped to perpetuate what the Scottish Central Committee on Guidance identified, but did not explore as "the conflict between guidance and subject teachers and the attitude that guidance was to be left to the guidance specialist and was no concern of the subject teacher."<sup>320</sup> If, however, closer integration of guidance and the curriculum is desirable the ways in which social education programmes are planned and implemented is a key element of that process and the role that guidance staff are asked to play is of crucial importance. This point will be taken up and further developed in a broader context in the final chapter.

The relationship between guidance and discipline raises other important issues for the role of guidance staff within the broader context of the secondary school. The role of guidance staff in discipline was an issue of major concern in, for example, the responses to the interim report of the Scottish Central Committee on Guidance in 1983. The interim report had in effect ducked the issue by bringing into the argument the effects of the abolition of corporal punishment - "in the general movement towards abolition of corporal punishment there is evidence of a tendency to involve guidance staff more closely in disciplinary procedures. Against a changing background S.C.C.G. has not at this stage given consideration to the effect on the relationship between guidance and discipline but at the same time recognises that there will be a need to consider closely this issue as a clearer picture emerges."<sup>321</sup>

Earlier national statements offered little in the way of analysis. The Orange Paper, for example, assumed that there would be little difficulty. "It is sometimes maintained that a teacher is not the right person to undertake guidance duties because his need as a teacher to maintain discipline necessitates against his acceptance as someone to whom pupils will turn naturally for advice on personal matters. In Scottish schools, however since the relationship of pupil to teacher is normally a friendly one, this is unlikely to be a major difficulty."<sup>322</sup> The 1976 H.M.I. Progress Report did not tackle the issue at all. Yet the Pack Report, in 1977, identified discipline as one of the problem areas within the guidance system. "Attitudes in schools towards guidance vary quite widely and there is sometimes a lack of understanding of this function, particularly in relation to discipline. There are, for example, some staff who

believe they have no responsibility for discipline and at the other extreme there is the view held by some of their colleagues that guidance staff should handle all disciplinary matters as part of their duties. We do not accept either of these standpoints".<sup>323</sup>

It was not however part of the remit of the Pack committee to draw up guidelines for guidance staff in relation to discipline. There has been, therefore, a lack of any clear central direction on the responsibilities of guidance staff for discipline. Furthermore the abolition of corporal punishment in most Scottish education authorities greatly complicated the problem. Prior to the abolition of corporal punishment incidences of indiscipline could be dealt with quickly by classroom teachers without necessarily involving the guidance staff. The S.C.R.E. research undertaken on behalf of the Convention of Scottish Local Authorities identified the difficulty. "If a school introduces a referral procedure to investigate and monitor behavioural problems and seeks to explain how and why disciplinary offences are arising with a particular child, and this is done instead of belting, then clearly it is much less defensible for guidance staff to be kept out of the process, even though its origin may have been a classroom offence which in another school would have been dealt with by belting and not have resulted in guidance contact."<sup>324</sup> Moreover if the school involves the parents in the disciplinary process and the first link is, in other circumstances, guidance, there is a logic in bringing guidance staff into discussion with parents on disciplinary matters. The dilemma is well expressed in the S.C.R.E. report - "If guidance maintains a distance between themselves and daily disciplinary problems, they may miss a great deal of valuable information which would be useful to them. On the other hand, to become closely involved with such referral procedures, parental interviews and so

on, may identify them as disciplinary agents to the children."<sup>325</sup>

In the absence of any specific advice at national level, one education authority<sup>326</sup> has given consideration to these issues.

Its summary of recommendations includes a more preventive role for guidance staff; the involvement of guidance staff when there is danger of sanctions escalating; the principle established that pupils should not be referred to guidance staff for punishment; that guidance staff should not be responsible for supervision of detention other than as a member of a subject department. There are some very fine distinctions made in these recommendations which are very difficult to sustain in practice, particularly in the eyes of pupils and their parents.

That guidance staff have been sucked steadily into the discipline process is apparent from the recurring comments made in H.M.I. reports. If they were involved in preventative work it was time-consuming - "Guidance staff had a major and clearly defined role in maintaining pupil discipline. This aspect of their work which, to a great extent, was concerned with anticipation of disciplinary problems, took up a significant amount of their time."<sup>327</sup> More often however it was in crisis management and this was equally time-consuming and rather more debilitating:- "Much time however was taken up in dealing with disciplinary matters including truancy and latecoming. Over the last few sessions absences and lack of punctuality had increased markedly."<sup>328</sup> In a school in a different region: "there was evidence of concern among some guidance teachers that they seemed to be spending so much time reacting to breaches of discipline by a minority of pupils, that they had less time to

devote to personal guidance and counselling than they would have liked."<sup>329</sup> On occasion the need for a school policy on discipline was identified:- "the lack of a clearly understood and consistently applied policy for discipline leads to inappropriate referrals to guidance staff for disciplinary action, which threatens the relationship between them and pupils and places undue demands on their time."<sup>330</sup> Yet even the existence of clear policies offered no guarantee of protection - "Some school staff, despite a clearly defined disciplinary procedure, treated guidance teachers or assistant headteachers as the first point of referral for discipline problems."<sup>331</sup> These extracts from H.M.I. reports represent a broad cross-section of the comments made. It is only comparatively rarely in the reading of these reports that comments of the following nature are to be found. "Guidance staff were used sensibly as a back-up to the schools' referral system for disciplinary problems and were involved when it was thought they would be helpful."<sup>332</sup>

Evidence to support the findings of H.M.I. can be found in the survey undertaken by the Scottish Association of Guidance Teachers<sup>333</sup> where dealing with disciplinary matters was identified as the activity that absorbed more of the time of guidance staff.

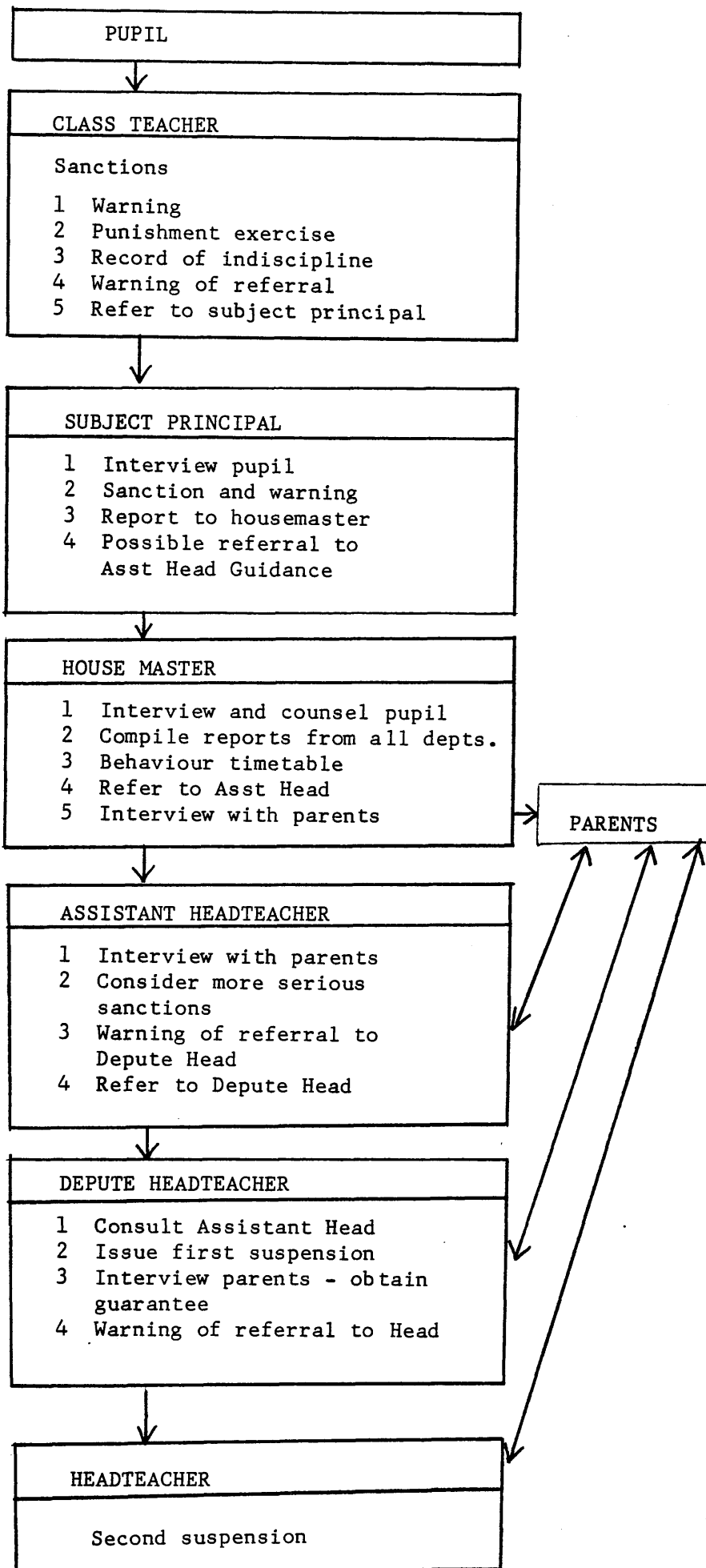
In the statements that schools themselves make about school discipline there is similar confusion on the role that guidance staff should play. At one extreme there are a few schools that exclude as a matter of policy guidance staff from a chain of referral:- "Where the indiscipline occurs in a classroom, the class teacher has the authority and the duty to deal with it. Where no improvement results, the matter is passed over to the Principal of the Subject Department involved. If again, no solution is reached, the Assistant Headteacher of the year group is brought in. If this fails, or if

the same pupil is repeatedly reported to the Assistant Head, the parents are generally notified and may be asked to come to the school to be fully informed of the situation. Parental co-operation almost invariably provides a solution. Should this be repeated, parents may be asked to enrol the pupil at another school."<sup>334</sup> At the other extreme the guidance teacher may be identified as the immediate point of referral: "the classroom teacher has several options.....in the case of extreme or persistent misbehaviour the pupil can be referred to a Principal Teacher of Guidance using a Yellow Report. Such a step is a serious one."<sup>335</sup> Most schools lie somewhere between these extremes with guidance staff as shown in following three examples coming somewhere in the chain of referral between the principal teacher (subject) and the headteacher.

**SCHOOL A**

(continued on next page)



DISCIPLINE AND SANCTIONS SYSTEM

SCHOOL B. <sup>337</sup>

"The vast majority of pupils who attend school do so to learn, and wish to behave. On occasions some will get up to mischief, be admonished or receive an appropriate punishment\*, and there the matter will end.

A minority may set out to be disruptive and prevent others learning; they may not respond to warnings or punishment or may require too frequent repetition of these measures. Such pupils will find their misconduct carefully recorded and will be referred along a chain which might involve teacher, principal teacher, guidance teacher, assistant head teacher, depute head teacher and head teacher."

SCHOOL C. <sup>338</sup>

"Most incidents of indiscipline are dealt with on the spot by a simple sanction such as a verbal rebuke or a punishment exercise. Where an incident is more serious or there is repeated bad behaviour, the pupil is reported to a senior member of staff. At this stage guidance staff are involved and parents informed with a view to improving the child's attitude and behaviour."

In some ways these approaches create even greater tension in the role of guidance staff than direct referral from the class teacher. Chains of referral imply escalation and the further along the referral chain guidance staff find themselves the more likely they are to be dealing not only with the original problem but with the further misdemeanour of refusal to accept sanctions and warnings imposed at earlier stages in the process. The role that guidance staff are asked to perform in chains of referral affects, therefore,

not only their relationship with individual pupils but also their credibility in the eyes of colleagues. Lack of clear direction at national level and at regional level has left guidance staff in an exposed position within their own institutions. Arguably the relationship between guidance and discipline needed to have been clarified in anticipation of the abolition of corporal punishment. That this did not happen has exacerbated the already unsatisfactory situation identified in the Pack Report in 1977. In the same way the lack of training in counselling skills of guidance staff recognised in the Pack Report<sup>339</sup> may have been such that to expect that a different situation might have emerged through greater direction at national level is unrealistic. Certainly the Central Committee on Guidance report 1986 did not offer a clear way forward. While stressing the positive continuation that guidance staff can make to the disciplinary climate of the school, the report failed to distinguish precisely the role of guidance staff in matters of indiscipline. The statement, for example, that "it is unwise and inappropriate for guidance staff to opt out of discipline systems in schools, for there is much they can contribute to and much they can learn through their involvement. This is not to argue, however, for guidance staff to be regarded simply as part of the upward chain of referral in matters of indiscipline"<sup>340</sup> - is no more than a restatement of the present confused position and makes no clearer what the role of guidance staff is in a chain of referral. What is also clear from the evidence of H.M.I. reports, from the Scottish Association of Guidance Teachers survey and from the statements that schools themselves make is that promoted guidance staff play a limited role in the formulating of discipline policy in schools.

In the final chapter the role that guidance staff play in discipline, its inherent contradictions and the extent to which it is determined by other factors such as whole-school policies, the expectations of other teachers and the responsibilities that guidance staff carry in relation to pupils and their parents will be discussed further in a broader context.

The third aspect of the role of guidance staff that is considered worthy of some separate examination is their role in home/school relationships. This whole area has been the subject of investigation by a research team based at Jordanhill College of Education which secured substantial funding from the Scottish Education Department<sup>341</sup> to examine the skills and styles of communication with parents as the result of a recommendation in the interim report of the Scottish Central Committee that "home visiting by guidance staff is an area worthy of further research."<sup>342</sup> The report of the Jordanhill research (case studies of practice in a small group of schools in different parts of Scotland) is as yet unpublished. The purpose of considering home/school relationships here in the context of this research exercise is rather different and related not to the skills and styles of communication with parents but to the function and role of guidance staff in home/school relationships.

The Orange Paper identified clearly the central role of parents in the guidance process. In advocating the co-operation between schools and other agencies it was stated that "above all they (schools) should enlist the help of the parents. The influence of the parents will normally tend to outweigh that of the school or any other outside body. Often, however, the parents themselves are at a loss and may well turn to the school for advice."<sup>343</sup> In earlier chapters,

for example, in chapter 11 dealing with curricular guidance at transition points in the secondary school, ways in which parents have been involved in this process have been examined. The role of guidance staff in home visiting has also been discussed. Beyond these specific points of involvement there is also a much broader issue. It is that from an analysis of handbooks and other policy statements from schools across Scotland it is evident that guidance staff are regarded generally as the first point of contact with parents. Commonly this is explicitly stated: "parents are strongly advised to get to know who their child's guidance teacher is so that they too, can make this member of staff their first point of reference and enquiry within the school."<sup>344</sup>; "the main link between home and school is our Guidance team.....parents receive regular assessment reports but should not hesitate to contact the appropriate guidance teacher;"<sup>345</sup> "any parent wishing to discuss any aspect of their child's progress, behaviour or any other kind of problem should contact the appropriate member of the guidance team."<sup>346</sup>

In a project report on home/school links undertaken as part of the Strathclyde guidance course a review of practice was carried out as a result of concern expressed by subject teachers that they were being excluded from home/school communication. The outcome of the review was illuminating in that "having considered the understandable desire of some subject teachers to interview parents we [the guidance team] nevertheless recommend, for the undernoted reason, that the [existing] procedures should be continued:-

- (a) It is important that parents have a specific point of contact.
- (b) It may be wasteful of teacher and parent time to have the same parent interviewed by several teachers.
- (c) Not all teachers have the expertise or skill to conduct such interviews successfully.
- (d) The procedures do allow for the involvement of subject teachers where appropriate."<sup>347</sup>

This extension of the principle that guidance staff are seen as the main point of contact with the home to exclude other staff from direct contact is more often implied in school handbooks but occasionally it is stated "Guidance teachers may be contacted direct without reference to the Rector or his Depute. Arrangements to see form or subject teachers should, however, be made only through the senior staff."<sup>348</sup>

While the reasons for procedures of this kind are understandable they are not without other effects on the role of guidance staff. The motives that prompt parents to make direct contact with the school are varied. It may be a request for information or for help with a specific personal difficulty involving their child or for mediation between the child and some other member of staff. In each of these instances particular questions arise. Requests for information presuppose an awareness among guidance staff not only of the progress of individual pupils but of the curriculum and the nature of assessments within different courses and subjects. Requests for help with specific personal difficulties raise more serious issues. Difficulties as perceived by parents of adolescent pupils will not always be seen in similar ways by their children. Unless such difficulties are confronted openly together by pupils, parents and teachers there is a danger that the child may see the school and the home conspiring

against him. Sensitivity towards and skill in handling relationships within the family, especially where such relationships may be precarious requires skills and a degree of training that are not conditions of appointment for guidance staff.

Mediation between parents and the school particularly if it involves other members of staff and in circumstances where parents may not wish at an early stage to go directly to the headteacher is in many ways the most sensitive issue. In such circumstances there is potential conflict between responsibilities and the pupil and other professional loyalties.

Overall, the channelling of contact with parents through the guidance staff can be seen to separate further the guidance function from other aspects of the school and to identify guidance more closely with that group of teachers who hold promoted guidance posts. In the next Chapter the meaning of guidance as a whole-school function is examined. If all teachers are to accept that they have an important guidance function the effect of what has become established practice in secondary schools, that in the words of the Central Committee on Guidance report "establishing and maintaining contact with the pupil's home regarding all aspects of his school development is a crucial aspect of the role of the promoted guidance teacher."<sup>349</sup> has to be carefully assessed. This is not to underestimate the importance of home/school relationships but to question whether pastoral care can be a genuinely shared concern of all teachers unless there is recognition of their professionalism and a place for them in a planned way in establishing and maintaining contact with parents.

## CHAPTER 13.

### GUIDANCE IN SCOTTISH SCHOOLS: THE SCHOOL CONTEXT

#### (iii) GUIDANCE AS A WHOLE SCHOOL RESPONSIBILITY

So far the analysis of the role of guidance at school level has been focussed on the responsibilities of promoted guidance staff. It is equally important to consider in some depth and through the available sources of evidence the wider responsibilities of all teachers for guidance and how these have been discharged. In Chapters 4 and 5 it was shown through the analysis of national statements on guidance and on other aspects of the life of the school that a fundamental principle of the Scottish approach has been that the responsibility for guidance is not restricted to staff who hold promoted guidance posts. It is in fact a responsibility of all teachers. In Chapter 5 the argument for and against the role of the first level guidance teacher, as expressed in the responses to the interim report of the Scottish Central Committee on Guidance, were discussed and it was demonstrated that there was little support within the teaching profession for a reconstruction of the role of the form teacher. At the same time the counter argument that, unless a structure of first level guidance responsibilities was implemented within the schools, there was a danger that promoted guidance staff might become a separated tribe was examined.

The position adopted by the Scottish Central Committee on the importance of the first level guidance was maintained in the 1983 interim report and the 1986 final report. In 1983 it was argued that "there is a significant role in guidance for the teacher who has regular daily contact with a group of pupils. We regard the



role of the first level guidance teacher as important in a whole-school approach."<sup>350</sup> And in 1986, in spite of the adverse reaction - "we wish to say again that we see it neither as a radically new concept nor as diminishing the guidance responsibility which is part of the role of all staff. Rather we believe it to be derived from similar roles which either exist or previously existed in many schools and we see it as a means of enlarging the opportunities for all staff to contribute to the guidance effort of the school by involvement in this improved guidance structure."<sup>351</sup>

The Central Committee on Guidance was justified in claiming that there was no radical thinking behind this reconstruction. In the 1968 Orange Paper it was stated that "until recently most schools have relied on the register or form teacher to fulfil this [guidance] function"<sup>352</sup> and in claiming that "in many schools, however, the form system has proved inadequate"<sup>353</sup> there was no suggestion that the role should be abandoned. On the contrary it was argued that it seemed "advisable, especially in large schools, to nominate, in addition to form teachers or other teachers responsible for the day to day guidance of pupils, some members of staff with the right attitude towards this work and give them specific duties and responsibilities for it."<sup>354</sup>

What limited evidence there is suggests however that in the aftermath of the creation of a structure of promoted guidance posts in the early 1970's the role of the register teacher fell into general decay. This is the message of the responses made by the professional associations discussed in Chapter 5, to the proposals for first level guidance structures. It is also the message of the Weir and Johnson

research carried out in three secondary schools in 1979-80 -

"While it is therefore true to say that registration does offer opportunities for pastoral care which some teachers take advantage of, this seldom happens. The regular meetings with Guidance staff, the continuity of register teacher over more than one year and the other factors which would contribute to systematically using registration as a guidance occasion occur infrequently."<sup>355</sup> In

circumstances of this kind, the advent of computerised registration systems in the early years of this decade led to the abandonment of the role of register teachers in different parts of Scotland. Analysis of the H.M.I., reports on schools broadly endorses this interpretation. In general H.M.I. confine their observations on guidance to the role of the promoted guidance staff. Where comment is made on the role of the register teacher it may be as a means of drawing attention to a wider issue as in the following example which is one of the fullest comments to appear in an H.M.I. statement:-

"register teachers were full and important members of the guidance team and timetabled as far as possible with the same pupil group from S1 to S4. The strongest link with guidance for these pupils was through that register teacher whom they met every day over several years. A number of register teachers became very committed to their pupils in a pastoral sense, provided relevant and supportive information to the guidance staff and initiated a number of social education activities. The pupils' contact with their guidance teacher was not so close. There were few planned interviews either for individuals or groups until S5 and there was no guarantee of such contact through the social education programme although it was taught solely by guidance staff. The absence of such contacts was a potential weakness in that problems experienced by the quieter and middle range pupils might not be picked up.....

guidance teachers should attempt to establish a better degree of personal contact with all of their pupils."<sup>356</sup> It is not altogether clear what judgement H.M.I. are making on the role of the register teacher in that school but it is clear that personal contact by register teachers is regarded as much less significant than personal contact by promoted guidance teachers. Where H.M.I. compliment schools on their arrangements it is generally in situations where the register teacher role is clearly subordinate:- the guidance system as matter of policy concentrated on personal guidance. This was handled effectively by an experienced and capable guidance team which was augmented by senior promoted staff and other teachers acting in respect of these duties in a voluntary capacity."<sup>357</sup> In reports of this kind there is no great stimulus to schools to move towards structures of first level guidance of the kind advocated in the Scottish Central Committee report.

While the general level of concern to develop a guidance role for teachers not in promoted guidance posts is neither particularly great nor has it been supported strongly in published reports on schools there is evidence of work that has been done in specific schools.

The most significant evidence lies in the reports of projects undertaken in session 1983-4 prior to the general industrial unrest in schools that led to the abandonment of developmental work. Of the twelve Lothian schools that participated in the St. Andrew's College of Education In-Service Guidance Course for Lothian schools in session 1983-4 no less than five opted to undertake developmental

work on first-level guidance. The stimulus to that work was the debate that had surrounded the interim report of the Scottish Central Committee on Guidance published a few months before the course began. Each school set out to address the issues in a different way and the accumulated work was collated in two volumes of Project Progress Reports, issued on a very limited circulation beyond the contributing schools. The ways in which each of the schools set about their task is worthy of closer consideration as well as the more general observations that can be drawn from the experience of all four institutions. In each case the work was undertaken by the Assistant Head Teacher with responsibilities for guidance supported internally by other members of the guidance team and by an external consultant from the College of education.

In School A the decision to adopt as a project the development of the role of the form teacher arose partly from- "the feeling that the role of the form teacher was not clearly enough defined and understood; that there was not enough support being given to form teachers by Guidance Staff; and that form teachers were a valuable human resource which could be much better exploited in the pastoral care of pupils."<sup>358</sup> After discussion within the guidance team it was decided that "our best hope lay with trying to convince the school that pastoral care should be perceived and managed as a whole-school concern: in practical terms that form classes be reduced in size; that virtually all teachers should be form tutors."<sup>359</sup> The strategy that was adopted was to gain support from key groups in the School - the Board of Management and the Principal Teachers (Subject) and to canvass the views of the existing form teachers on how they

saw their role at the present time and by what means the role might be enhanced. In this way every member of staff was aware of the review that was being undertaken. 31 out of 44 form teachers responded to a structured questionnaire. The general conclusion to emerge from the survey of form teachers which was extremely varied in the responses made, was that "if anything form teachers have assigned to themselves a larger variety of tasks than previously."<sup>360</sup> The areas where form teachers would have wished to play a broader role were in getting to know individual pupils; in helping individual pupils with problems; in exploring pupil attitudes to school, family relationships and friends; and discussing career related matters and leisure-time pursuits. For all of these activities there was a general suggestion that more time should have been made available and that the size of groups should be reduced.

In spite of the positive and constructive responses from the form teachers, a plan to reduce the form classes in size and to involve virtually the whole staff as form teachers with a wider social education responsibility in order to promote a whole-school approach to guidance had to be abandoned. The crucial point was a meeting involving the Board of Management and the Principal Teachers (Subject and Guidance). The notes of the Assistant Head Teacher (Guidance) confirm what happened:

"November 1983

The follow-up meeting involving Senate and Principal Teachers Subject and Guidance discussed the proposals. The general response

was disappointing for us although not entirely unexpected. The P.T.'s fell roughly into two camps. One supported the philosophy and approach **suggested** in the paper but had grave doubts as to practicalities at the present time; the other doubted whether there was a case at all for separate social education provision in this or any other way."<sup>361</sup>

In a summing up within the project report, the Assistant Head Teacher who had led the exercise concluded that the main difficulties were

- the inertia of an existing structure
- the strong departmental orientation of Scottish High Schools, which militates against "whole-school" approaches.
- other, perfectly valid, claims on timetable and resources
- perhaps greatest of all, the tremendous strains on teacher energy and morale at present caused by ever-accelerating curriculum development.

In School B. a study group had been set up four years prior to the project to look at Guidance throughout the school. In its report this earlier study group had drawn a distinction between the theory that there was a special relationship between the form teacher and the guidance staff and that this relationship flowed out of school policy which placed the form teacher as the first and most important pastoral contact point and the situation in practice. In order to assess accurately the situation a questionnaire had been prepared to attempt to obtain the form teachers own ideas and thoughts on their pastoral role. The majority of those who had made a return agreed they had a special pastoral responsibility and indeed expressed

"dissatisfaction at the lack of opportunity to fulfil this pastoral role adequately."<sup>362</sup> At that time proposals had been accepted by the school management team but had not been fully implemented in a systematic way. The interim report of the Scottish Central Committee on Guidance had "provided fresh impetus for looking again at this issue."<sup>363</sup>

The way forward adopted in 1983 was to encourage through regular meetings and discussion with form teachers the ways in which a first-level guidance role might be developed. It was agreed that first level guidance teachers should have access to all relevant materials held on student files and that a team approach should be built up involving exchange of information and insights on students. In the first instance it was decided to limit the development to fifth and sixth year form teachers. Unlike School A. where a whole-school strategy had been envisaged from the outset, the limitation of the project to a smaller group of 6 form teachers and 3 members of the guidance staff did cause problems at school management and Principal Teacher level. Nevertheless there were problems and the strategy that had been devised in May and June 1983 for implementation in August 1983 had run into major difficulties within a matter of months. The Assistant Head Teacher co-ordinating the project summarised the situation as it prevailed in December 1983.

"The philosophy behind this project was well-accepted by the school in general but almost from inception we ran into difficulties when attempting to put theory into practice.

(a) the APT originally attached to this group was promoted to

PT Guidance with full responsibilities for another year group and withdrew from the working group.

- (b) 4 of the 6 form teachers involved are members of subject departments involved in preparation for the implementation of Munn and Dunning Standard Grade courses in 1984. This is the priority area for development under school policy and all available time, in and out of timetabled hours, is being devoted to this work, leaving no time for other formal development work.
- (c) The other 2 form teachers belong to departments which have suffered cuts in staffing. There is now no time available for formal development work in the guidance area.
- (d) Because of staffing restrictions, the timetable had not been able to provide regular slots for team meetings between promoted and first-level guidance members. Even ad-hoc arrangements for use of timetabled form periods have been frequently disrupted by "on-call" demands for cover for absent colleagues. Only 2 meetings have taken place since August - none since October. Contact between promoted Guidance Staff and form teachers has remained centred on individual pupils whose attendance, attitude or behaviour are causing concern. The wider remit has not been developed.

Our experience this session has highlighted many major difficulties facing teachers at this point in time. Our philosophies, which are essentially pupil-based, founder in practice when staff commitments are brought into focus.

Amongst other considerations, there is a need for staff development



and guidance from people who are removed from the individual school position but are in tune with the over-all situation. The position of guidance as a priority compared with subject based staffing considerations requires to be urgently investigated and clarified."<sup>364</sup>

School C. examined the role of the form teacher (its own term being first line guidance teacher ) from a different angle. The general purpose of the project was to establish a more coherent programme of social education throughout the school. As such, much of the work of the project centred around decisions on what should be taught, how it should be taught and to what years. Beyond the content and methodology of the programme decisions were required also on who should take responsibility for the teaching. Three levels of responsibility were identified - the guidance staff who would prepare the materials and teach a specific social education programme; the subject departments where particular topics would be followed up and the first line guidance teachers who would use part of the daily 15 minute registration period to introduce or explore some aspects of the topic being discussed in the guidance period. The existing aspects of the first line guidance teachers' role are defined as "checks on attendance, latecoming, truancy."<sup>365</sup>

The assessment of the Assistant Head Teacher co-ordinating this project was concerned mainly with materials production for social education but the comment on the part played by the first line guidance teacher is revealing in the apparent lack of priority given to this aspect of the strategy. "This project was planned before the school changed its timetable, leaving only ten minutes for registration. This has seriously worked against the first line guidance teacher

although the main purpose is still to involve these teachers in the Guidance process as much as possible. At the moment a term report is given to the first line guidance teacher outlining all the topics being taught . It is possible that they might use this in some way helpful to the pupils."<sup>366</sup>

In School D. the "Guidance department decided to attempt to reorganise the existing system so that better use could be made of register teachers, thus leaving more time available to themselves to attend to other matters concerning their pupils welfare."<sup>367</sup> Historically Guidance staff in this school had dealt almost exclusively with guidance activities and the general reaction of staff was fairly predictable. At a full staff meeting to discuss the transfer of responsibility for registration to newly created first line guidance teachers the Assistant Head Teacher reports "Predictably the least acceptable proposals were those listed [where]....reference was made to first line guidance and extended guidance team work. The inevitable question 'what will a guidance teacher do when I'm taking a register' was asked by several people".....The vast majority of the staff, moreover, seemed to indicate support for a concept that a school should be a caring community but were much less happy about the expression 'Guidance - a whole school function'."<sup>368</sup> Since what was being established was essentially a form teacher system on the traditional model rather than a first level guidance system, this structure was implemented by the necessary adjustment to the school timetable.

School E. presented a rather different situation. It had recently opened and its headteacher was both committed to guidance and knowledgeable about guidance systems. Rather than the guidance staff

arguing the merits of a whole-school approach to the Board of Management, the impetus had been from the top of the school downwards. The motivation for the project had been not to create a first-level guidance system which, to all intents, already existed but to produce a handbook for group tutors. All of the constraints of timetable, attitude and the pressures of curriculum development seemed to have been cut across. Every member of the teaching staff with the exception of the Rector, Depute Rector and three year teachers had the responsibility of being a tutor to a group of between 14 and 17 pupils. Group tutors met with their group for the first 15 minutes of the day on four mornings of the week. The tutor's handbook stated clearly (and it is underlined) that "it is central to the success of the system that the tutorial period at the start of the day is seen by all concerned (in a real and positive way) as the start of the day's work."<sup>369</sup>

The role that was ascribed to the group tutor was broad and demanding and encompassed responsibilities going considerably beyond those envisaged in the Central Committee on Guidance report in respect of for example home/school relationships and assessment. The Group Tutor was envisaged also as the first point of contact if problems arose. The specific functions and duties of the role of the group teacher were defined in these terms:-

"Being a successful Group Tutor will be a demanding responsibility for a teacher in terms of time and personal commitment, with both his/her group and the individual members within it.

The Tutor should try to foster the idea of a group identity and pride in belonging to the group. Individual Tutors will have their own

ways of achieving this but the following have proved successful in the past:

- a) Taking part with the group in extra-curricular activities such as visits to the ice-rink, cinema or theatre.
- b) Arranging swimming sessions in the school pool for the group with Tutors supervising or joining in as appropriate.
- c) Having a group notice board within the tutorial room displaying not only members' names and school admin. notices but also items of interest to the group, photographs of outing, families, pets etc. In addition to getting to know their pupils, Tutors are encouraged to make contact with the parents. In the past, meetings between Tutors and parents have been arranged as a prelude to Parents' Meetings or School Open Nights. The exchanges of information on such occasions are invaluable to Tutor and parents alike. It is hoped that a relationship of mutual trust will develop from such contacts.

At regular intervals throughout the year, Tutors will receive the formal reports for each member of his/her group from all subject departments. This information is collated by the Tutor and reports are sent home to parents. This normally takes place twice per year. Group Tutors are therefore in a position to see the complete picture with regard to academic performance.

Apart from the formal bi-annual reports, subject teachers may contact Tutors at other times to report any cause for concern observed in a pupil."<sup>370</sup>

The role of the year teachers as the promoted guidance staff is to manage, support and advise the group tutors and to offer specialist expertise in areas such as counselling and curricular and vocational guidance.

A major point of difference between this approach and the conventional roles of promoted guidance staff and form teachers is in liaison with parents. Group tutors received reports on pupil progress from other teachers and were encouraged to liaise directly with parents, the one proviso being that "tutors should show letters for parents to their Year teacher in case there are circumstances about which they are not fully aware and to keep the Year Teacher informed."<sup>371</sup>

Overall, the philosophy of guidance in School E. has been derived from models devised and implemented mainly south of the border (in particular from the experience of another headteacher, Michael Marland<sup>372</sup>) rather than from National policy statements in Scotland. School E. is also quite atypical. In an analysis of the sections in guidance in school handbooks from every part of the country there are another six secondary schools at most and these mainly designated community schools with enhanced staffing allowances where the role of first level guidance teacher or group tutor is defined in anything approaching these terms.

The evidence provided by the project reports of these five schools is valuable not only in identifying different stages of development in whole-school approaches to guidance but also in the insights that are offered on the processes of managing change. It would be possible to analyse, for example, the role of the headteacher, different styles of management, the inertia of existing structures, the perceived importance

of curricular rather than guidance development. In spite of the differences among schools A-E. there are nevertheless certain common experiences. In none of the schools is there evidence that staff do not wish to take responsibility for the personal and social development of pupils - indeed the evidence points to the contrary. The points at issue are the time that is made available, the competing priorities of subject teaching and the first-level guidance structure itself where it is seen as an additional burden rather than a pivotal function in the life of the school. First level and first line if taken to mean foot soldiers where promoted guidance staff means officer simply reinforces an existing hierarchical structure in secondary schools. Part of the difference with the model adopted in School E is that it liberates the group tutor. Instead of implementing programmes drawn up by promoted staff, the group tutor is given scope for initiative. Rather than channelling information to other staff who make the professional decisions, the group tutor draws the information from other sources and is allowed to act on it and to take professional decisions. It is in essence a fully professional activity rather than a bureaucratic convenience or a means of freeing promoted guidance staff from the more mundane aspects of their role.

There is a danger that too much can be read into the experience of the five schools that have been described. With the full weight of the headteachers authority in support it may well have been possible to have implemented a first-level guidance structure in those schools that found progress slow and difficult. Without the commitment of the headteacher the wider role of the group tutor as constructed in School E. might have made no progress. But if the difference lies as

much in the nature of the role itself, whether guidance as a whole-school function can be made meaningful for teachers who do not hold promoted guidance posts but who have the enthusiasm and the capability for helping young people as individuals then other questions arise. Chiefly these concern the role of the promoted guidance teachers, if not their existence. To take a step back from the present situation, it may be that the wheel is coming full circle. In 1968 the Orange Paper drew a distinction between the guidance needs of schools of less than about 600 pupils, what were described as small schools, and schools markedly over 600. The structure of promoted guidance posts as it now exists was designed for the large school. The Orange Paper itself conceded that "in small schools it may well be that no elaborate structure is required. There is a certain intimacy about a school of this size; pupils and teachers know each other well. The headmaster, deputy headmaster and woman adviser may among them be able and willing to take all the responsibility for guidance with the help of the class or form teachers."<sup>373</sup> The reality of the late 1980's and the 1990's is that, even granted school closures and amalgamations, there will be many more small schools than there are large schools. In such circumstances the role of promoted guidance teacher as currently defined may come under threat.

Unless there is a wider reappraisal of the role of promoted guidance teachers by practitioners themselves, moves towards the meaningful sharing of responsibility with other teachers, may hasten the disappearance of the present structure of posts. Its continuing existence may well depend to a significant extent on the general unwillingness of teachers to take on what is still perceived as a bureaucratic rather than a pastoral responsibility.

## CHAPTER 14.

### SUMMARY

The broad aim of this research exercise has been to undertake a comprehensive analysis and critical appraisal of policy and practice in guidance at national level, at regional level and at school level in Scotland between 1965 and 1986. 1965 was seen as the starting point because it was the year that the Scottish Education Department drew the attention of all education authorities in Scotland to the possibility of creating a new range of promoted posts in guidance in secondary schools. 1986 was also a year of considerable significance for guidance with the publication for the first time in these two decades of a national statement on guidance written outwith the Scottish Education Department.

At national level it has been argued that the S.E.D. statements on guidance published in 1968 and 1976 provided an inadequate framework for an effective national guidance provision. There was no consensus of opinion in favour of guidance systems in 1968. In the form that the S.E.D. statement was presented to the profession it was not likely to promote the level of debate and discussion that was required if a fuller understanding of the place of guidance in secondary education and a commitment to its development were to be encouraged. There were particular weaknesses in three areas - the identification of staff with the particular qualities for guidance work; the training that such staff would require and the time allowance that would be needed to undertake specialist responsibilities. By 1976 it was being admitted that there were serious concerns:- the uncertainties



that staff felt about their duties; difficulties in seeing individual pupils as often as staff would have liked and an over-concern with problem pupils; passing recognition of the role of guidance staff in curricular guidance other than during option choice arrangements at the end of S2; very limited involvement in vocational preparation courses; problems in handling social education programmes through lack of expertise and unfamiliar content and more generally the problems that headteachers faced in engaging the support of the staff as a whole for the guidance system.

Since 1976 the focus for national policy making was shifted from the Scottish Education Department to the Consultative Committee on the Curriculum. The work of the Scottish Central Committee on Guidance has been examined in particular depth. Its main positive contribution has been in opening up discussion on guidance within the profession and the extent of that interest has been shown in the range of responses that were made to the 1983 consultation paper. Nevertheless it has been argued that the Scottish Central Committee on Guidance in its final report accepted too readily the continuing relevance of earlier structures. In presenting a final report that was contextualised within other and earlier S.E.D. and C.C.C. statements rather than offering a fresh analysis, the Scottish Central Committee on Guidance protected existing vested interests and did not answer some of the more fundamental criticisms that had been made.

At national level also the role of institutions in particular the colleges of education and the Scottish universities was considered.

It has been argued that the lack of any initiative on the part of the Scottish universities and central institutions to provide specialised training at a level available elsewhere in the United Kingdom has had serious effects. Research and development work in guidance has lacked the focus that a powerful educational centre can provide. Whereas south of the border there has been an explosion of writing on pastoral care, partly psychological partly sociological and more recently philosophical, what has been done in Scotland has tended to be unsystematic and sporadic. The main support has been provided within the colleges of education where guidance lecturers have been appointed in five colleges since 1970. Their very presence, in such small numbers and generally trained in English instructions, struggling to provide in-service programmes and to undertake development work has served to underline the lack of any coherent national strategy to support the work of guidance staff in schools.

At regional level the whole range of statements prepared and circulated within education authorities have been examined. It has been argued that much of the work that has been undertaken arose from the need to fill the vacuum caused by the lack of national policy making in guidance. Thus, education authorities in different parts of Scotland have attempted their own definition of the role of guidance staff, the time requirements for guidance work and the most appropriate levels of training. The difficulties faced by education authorities which have attempted their own analysis of the role of guidance staff have been in resourcing the improvements that are identified when staffing standards and structures for secondary schools

are prescribed nationally.

If the task of definition and clarification of the function of guidance ought to have been undertaken at national level there are other areas where, it is argued regional policy could have been more fully developed. These main areas are criteria and procedures for the appointment of staff to guidance posts; general oversight of the quality of provision that is offered by schools within the authority including studies and surveys of school practice; and policies on staff development, including access to appropriate in-service training.

At school level the task of consideration and analysis has been much more complex as a result of the breadth of evidence on policy and practice that has been collected and analysed. In the process of the research three key issues were identified :-

- (i) to what extent and in what ways have national statements shaped school policies and practice in guidance particularly in the three broad divisions of personal, curricular and vocational guidance.
- (ii) what evidence is there that guidance staff have accepted or been allowed to take on the broader roles in formulating school policies or curriculum, discipline and home/school relationships.
- (iii) in view of the consistent emphasis at national level on guidance as a whole-school function, what evidence is there of structured approaches to involving other teachers in guidance work in a systematic way.

In analysis of the effect of national statements on policy and practice in guidance at school level particularly in the three broad divisions of personal, curricular and vocational guidance, a wide range of practices were identified. In the area of personal guidance, successive national statements have emphasised the importance of helping pupils to make their own decisions. At school level however a form of benevolent paternalism - providing anchors and removing obstacles - is a particularly strong feature of practice in Scottish schools. It finds expression also in other forms - in intervention and in compensatory education. The more active participants in this guidance process are the staff and directive approaches to guidance are much more commonly to be identified. There is some evidence from different parts of Scotland of approaches to guidance that emphasised less directive approaches and a greater orientation towards counselling but these are comparatively rare. National policy statements on guidance and the creation of a structure of promoted posts, clearly, have heightened consciousness of personal guidance to the extent that all secondary schools recognise the need to make provision or are at least familiar with the language. The nature of that provision, as it is expressed in practical terms by schools, has not been shaped to the same extent by national policy statements.

Curricular guidance was seen to be two dimensional encompassing both the support that is provided in a structured manner through the main points of transition in the secondary school and, equally important, the process of continuous monitoring of pupil progress across the curriculum. The main points of transition are generally recognised

as being from P7-S1, from S2-3 and from S4-5. There is a well-established pattern of guidance activity in primary/secondary liaison. That it has developed along fairly uniform lines across Scotland is the result more of an emerging conventional wisdom derived from practice in schools than from national or regional statements which could not, in any case, be expected to lay down prescriptive guidelines in such specific aspects of the work of the school.

The extent to which pupils are offered real choices at the point of transition from S2-3 has been questioned. Whatever the true extent of that choice, schools invest considerable resources in procedures involving pupils, parents and teaching staff. Different models of practice in relation to S2 option choice are adopted across Scotland and there is some evidence to suggest that the Scottish Central Committee on Guidance was justified in warning against a tendency to over-directiveness on the part of guidance staff but evidence also to suggest that school practice, in general, is consistent with national statements on the need to assist parents and pupils to take responsibility for the choices that are made. What has been observed commonly in each of these approaches, directive or non-directive, is the recognition that guidance staff are centrally involved in the process. Offering advice and support on course choice at the end of S2 is a clearly established priority for guidance staff.

A much higher proportion of young people in Scotland are now staying on at school beyond 16 or entering some form of training scheme rather than going directly into employment. In these circumstances a much more structured approach to curricular decision-making at the end of S4 is required. It would be unrealistic to have expected to find

much evidence that schools had been able to implement such approaches given the recentness of these developments. This is further complicated in some regions where schools and further education colleges have been encouraged to co-operate in offering courses. Establishments working in partnership will have to reach agreement on induction arrangements, procedures for monitoring progress and matters of access to student records and information. A pivotal role for guidance staff in this process has been identified by the Scottish Central Committee but it is too early to make judgements on the evidence as to the extent that this is beginning to happen.

The process of continuous monitoring of pupil progress by guidance staff across the curricular subjects has also been considered. The evidence suggests a very uneven pattern and little overall improvement since 1976 when critical comment was made by H.M.I. Set against other guidance tasks, monitoring academic progress is not accorded a very high priority. To be undertaken effectively this aspect of the role of the promoted guidance teacher demands high levels of skill in management and negotiation involving other professional colleagues if pupil performance is being adversely affected by inappropriate teaching and learning styles within particular subject departments.

In vocational guidance the evidence of school practice demonstrates the commitment that has been made to developing the approach to careers education set out in national statements of the 1960's and 1970's. There is as yet little evidence to suggest that schools have come to terms with the changed social and economic circumstances of the 1980's. In both the claims that schools themselves make and in

the observations of H.M.I. on school practice there is still broad acceptance of the conventional wisdom of the 1970's. It is evident also that a considerable expertise has been built up within schools in the planning and organisation of careers education programmes. These programmes have been work-related and job-specific. For schools to respond to the proposals being made at national level that Careers education programmes should be broadened to provide opportunities to question the continuing relevance of the work ethic raises wider issues. The ethos and the discipline of secondary schools is formed around the work ethic. To question its relevance in relation to life after school begs the question of its relevance in school life itself. There is little evidence to suggest that secondary schools have begun to tackle these issues in any structured form within the orbit of careers education.

The dilemma that faces those with responsibilities for careers education in secondary schools is whether to reassess entirely the whole basis on which programmes have been developed over the past two decades and which may be relevant still to those pupils who will go on to higher education or into employment. Or to begin again with a new and wider definition of careers education which encourages flexibility and the acquiring of a useful range of transferable skills, postponing decisions about career choice in a changing employment situation.

Personal, curricular and vocational guidance have been seen as the traditional divisions of responsibility. All three are closely interrelated. Having considered each separately, three further dimensions of the role of guidance staff, again closely interrelated,

were considered. These were the responsibilities of guidance staff in relation to social education, discipline and home/school relationships. It was important to examine the role of guidance staff in formal programmes of social education because the ways in which schools approach social education can be either a unifying force, bringing together subject teachers and guidance staff, or deeply divisive, inspiring negative staff attitudes to social education and to guidance staff. The prevalent view has been, and to a considerable extent remains, that guidance staff should take a leading role in social education because of their particular responsibilities for the personal and social development of pupils. In this way, the social education programme becomes a vehicle for their influence. It is a view that has been directly challenged by work done in a few schools to devolve responsibility in a systematic way to subject colleagues, rather than to abrogate responsibility. There is a real tension between these two approaches. If, however, closer integration of guidance and the curriculum is desirable the ways in which social education programmes are planned and implemented is a key element of that process and the nature of the role that guidance staff are asked to play is of crucial importance.

There is tension also in the role that guidance staff play in relation to discipline. There is substantial evidence on the extent to which guidance staff have been sucked steadily into the discipline process since the abolition of corporal punishment. There is confusion also as to the role that guidance staff should play in that process. At one extreme there are schools where guidance staff are excluded from the chain of referral, at the other schools where guidance staff are



the first point of referral from the class teacher. Between these extremes, guidance staff are brought into the disciplinary process somewhere between principal teacher (subject) and the headteacher. In some ways these approaches create even greater tensions for guidance staff than direct referral from the class teacher or exclusion from the process of referral. Chains of referral mean escalation and the further along that chain guidance staff become involved the more likely they are to find that they are dealing not only with the original problem but with the further offences of the pupil's refusal to accept warnings and sanctions imposed at earlier stages in the process. In the eyes of the pupils, close involvement of guidance staff in chains of referral may identify them as disciplinary agents. Yet if guidance staff separate themselves from disciplinary matters they diminish their own powers to influence the personal and social development of the pupil's for whom they have responsibility.

The role that guidance staff play in discipline is related also to their role in home/school relationships. Apart from senior management in schools, guidance staff are seen as the main point of contact with the home. There are positive advantages in channelling contact with parents through a small clearly identified group of staff who may be seen also to mediate between home and school. Where it is seen, however, to exclude other staff more closely involved with the pupil in the classroom from direct contact with parents there is a source of further tension, its effect being to separate even more the guidance function from other aspects of the school and to identify guidance more closely with that group of teachers who

hold promoted guidance posts.

Drawing together the threads of this analysis of the role of the promoted guidance teacher in Scottish Secondary Schools, these same issues recur. Has the effect of the creation of a structure of promoted posts in guidance, a result of national policy making in the late 1960's and early 1970's, been to create a separated tribe of guidance teachers in secondary schools? And going further, does the existence of promoted guidance posts with specific responsibilities and responsibility payments make it more difficult to inspire commitment to the belief that guidance should be a whole-school function? The evidence from the raw materials of the consultation process undertaken by the Scottish Central Committee on Guidance; from H.M.I. reports; from regional statements and surveys on guidance and from secondary schools in their own statements on guidance points in a particular direction. From the role that guidance staff play in discipline and in social education it is evident that the existence of a structure of promoted posts in guidance has provided the opportunity to other teachers to define their own roles in these areas in much narrower terms. The channelling of communication with parents through guidance staff is a means of further separation.

A case for separation of function of this nature could be made out if it were seen to be serving the interests of the pupil. Intentionally or unintentionally, however, the roles that promoted guidance staff have been attributed can be seen to be those of serving the interests of the school rather than of the individual. Thus guidance staff can be seen to have well defined responsibilities in easing the transition of pupils from one stage of the educational process to another; in

the kind of benevolent paternalism that characterises personal guidance and in the provision of careers education programmes. Much less well developed, however, are their roles in counselling and other less directive forms of personal guidance and in monitoring the academic progress of pupils.

Nor has this separation of function enhanced the credibility of guidance staff in the eyes of their colleagues or beyond the school. This lack of credibility explained to an extent by the historical circumstances of the way in which early appointments were made and by continuing lack of coherent programmes of training or requirements that any training be undertaken prior to or as a condition of appointment to guidance posts. Whereas guidance staff may have become separated by function, there is no skills training requirement that makes them better prepared and equipped to undertake those responsibilities than other colleagues.

All of this may seem in the final analysis to draw very negative conclusions. Had the purpose of the research exercise been to examine guidance in practice in one or two schools, much more that was positive deriving from the ways in which individual guidance teachers worked with other colleagues for the benefit of pupils could have been expected to emerge. As a much broader survey examining the interaction between national policy, regional interpretation of that policy and a sweep of school practice, the positive achievements of individuals are obscured. For ultimately the weakness in the Scottish approach to guidance lies not in the work of individual teachers but in the national framework of guidance that has been created and maintained and generally unquestioned since the 1960's. Furthermore there are

seeds of new growth in some recent developments. Whereas whole-school approaches to guidance that delegate guidance responsibilities to teachers as a bureaucratic convenience or as a means of freeing promoted guidance staff from the more mundane aspects of their role have met considerable resistance, there is evidence also that among teachers there is a willingness to undertake a genuinely pastoral role. As school rolls fall the idea of the school as a caring community assumes renewed meaning. When, because of its size, all members of the school community, teachers, non-teaching staff and pupils are known to each other, it is no longer sufficient to justify separate guidance posts to ensure that each pupil is known as an individual and in some depth to one member of the promoted guidance team.

At this time it is difficult to foresee the extent to which there will be a major programme of secondary school closures and amalgamations in the next decade but it is very unlikely that schools of a size that was common in the 1970's will be a feature of the 1990's. If, as seems likely, there will be many more secondary schools of around 600 to 800 pupils, questions at national, regional and school level on the need for the present bureaucratic and hierarchical structure of guidance posts must inevitably be raised. The options at least seem straightforward - to return to the position prior to 1968 where it was felt that in the small school the senior staff were capable of taking responsibility for guidance with the help of class or form teachers. Or to invest more heavily in the training to a much higher level of a small group of staff able to offer specialist support to colleagues in areas such as, counselling with the general responsibilities at present being discharged by promoted guidance teachers being devolved to class

teachers and group tutors who themselves would require some general guidance training.

These specialists, fewer in number, would need more time to be made available but whether these ought necessarily to be promoted posts is open to serious question.

Whether, at national level, either of these options is followed, or there may be others, there is reason to believe that the pressures that created a bureaucratic structure of promoted posts in guidance in the 1960's and sustained that structure for twenty years will seem less and less relevant in the late 1980's and 1990's.



"... a separated tribe ..."

Guidance - the Scottish approach. An analysis of policy and practice at national, regional and school level.

Volume Three (of three volumes)

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  - (iv) Social Education: A West German View
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  - (vi) Social Education: The Conference Approach
  - (vii) Social Education: Through the Informal Curriculum
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314. Report of H.M. Inspectors of Schools.James Hamilton Academy  
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315. Report of H.M. Inspectors of Schools.St. Margaret's High  
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In-Service Guidance Course for Schools (1983)  
Project Progress Reports. Volume 2 Trinity Academy.
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"More Than Feelings of Concern"; The Report of the  
Scottish Central Committee on Guidance, Dundee College of  
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In-Service Guidance Course (1983). Project Progress Reports  
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In-Service Guidance Course (1983). Project Progress Reports  
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## **APPENDIX A.**

APPENDIX A:     SOURCES

The materials used in this research exercise have been grouped into

- (i)        primary sources.
- (ii)       secondary sources.
- (iii)      further bibliography.

(i)   Primary sources

(a)   Scottish Education Department.     National Statements

- (1955)    Junior Secondary Education.
- (1965)    The Schools (Scotland) Code Amendment Regulations,  
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- (1968)    Guidance in Scottish Secondary Schools.
- (1971)    Secondary School Staffing.
- (1971)    The Structure of Promoted Posts in Secondary Schools in  
            Scotland.
- (1972)    The Schools (Scotland) Code Amendment No.1. Circular 826.
- (1976)    Guidance in Scottish Secondary Schools, A Progress Report.
- (1977)    The Structure of the Curriculum in the Third and Fourth  
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- (1977)    Assessment for All.
- (1977)    Truancy and Indiscipline in Schools in Scotland.
- (1982)    Learning and Teaching in Scottish Secondary Schools:  
            the contribution of Educational Technology.
- (1983)    Teaching and Learning in the Senior stages of the Scottish  
            Secondary School.
- (1984)    Learning and Teaching in Scottish Secondary Schools:  
            School Management.

Reports published in 1983/4 (by region)

<u>Region</u>	<u>Ref.</u>	<u>School</u>
Borders	84/09	Selkirk High School, Selkirk
Central	84/01	Stirling High School
Dumfries & Galloway	84/03	Castle Douglas High School
Dumfries & Galloway	84/09	Sanquhar Academy
Fife	83/10	Inverkeithing High School
Grampian	83/11	Elgin High School
Grampian	84/11	Bridge of Don Academy, Aberdeen
Grampian	85/02	Fraserburgh Academy, Fraserburgh
Highland	83/10	Dingwall Academy
Lothian	83/10	Newbattle High School
Lothian	83/11	Tynecastle High School, Edinburgh
Lothian	84/11	Liberton High School, Edinburgh
Lothian	85/03	Preston Lodge High School Prestonpan
Strathclyde Argyll/ Bute	83/11	Oban High School
Strathclyde (Ayr)	83/12	James Hamilton Academy, Kilmarnock
Strathclyde (Dumbarton)	83/08	Bishopbriggs High School
Strathclyde (Glasgow)	83/10	St. Roch's Secondary School Glasgow
Strathclyde (Glasgow)	84/02	Grange Secondary School, Glasgow
Strathclyde (Lanark)	83/11	St. Bride's High Sch. East Kilbride
Strathclyde (Lanark)	84/01	Blantyre High School
Strathclyde (Lanark)	84/10	Carluke High School
Strathclyde (Lanark)	85/02	St. Margaret's High School Airdrie
Strathclyde (Renfrew)	84/08	Williamwood High School

Tayside	83/11	Grove Academy, Broughty Ferry
Tayside	84/11	Carnoustie High School
Western Isles	84/02	Paible Secondary School, North Uist

Reports published in 1985/6 (by region)

<u>Region</u>	<u>Ref.</u>	<u>School</u>
Central	85/12	Graeme High School Falkirk
Central	86/02	Balfron High School
Dumfries & Galloway	86/02	Annan Academy, Annan
Fife	85/10	Glenwood High School Glenrothes
Grampian	85/09	Summerhill Academy, Aberdeen
Grampian	85/11	The Gordon Schools, Huntly
Highland	85/10	Golspie High School Golspie
Highland	86/02	Nairn Academy, Nairn
Lothian	85/09	Forrester High School, Edinburgh
Lothian	86/01	Inveralmond Community High Sch. Livingston.
Lothian	86/03	Penicuik High School
Strathclyde Argyll & Bute	85/09	Islay High School
Strathclyde (Ayr)	85/09	Marr College Troon
Strathclyde (Dumbarton)	85/12	Chryston High School, Chryston
Strathclyde (Glasgow)	85/10	Bellarmino Secondary School
Strathclyde (Glasgow)	86/01	Colston Secondary School
Strathclyde (Glasgow)	86/03	Garthamlock Secondary School
Strathclyde (Glasgow)	86/09	Shawlands Academy



Strathclyde (Lanark)	85/02	St. Margaret's High School Airdrie
Strathclyde (Lanark)	85/10	Our Lady's High School, Motherwell
Strathclyde (Lanark)	86/01	Braidhurst High School, Motherwell
Strathclyde (Renfrew)	85/11	Greenock High School Greenock
Strathclyde (Renfrew)	86/02	St. Cuthbert's High School Johnstone
Tayside	85/11	St. Columba's High School Perth
Tayside	86/01	Rockwell High School Dundee

(c) Consultative Committee on the Curriculum

- (1981) Report of the Scottish Central Committee on Guidance to the Committee on Secondary Education.
- (1984) Social Education in Scottish Schools.
- (1986) Education 10-14 in Scotland.
- (1986) More than Feelings of Concern. Report of the Scottish Central Committee on Guidance.

(d) Committee on Secondary Education

Papers relating to the constitution of a Central Committee on Guidance:-

- (1978): paper COSE 78/33.
- (1979): report on guidance sub-group.
- (1979): minute of discussion on the report of the guidance sub-group.
- (1981): paper COSE 81/6.

(e) Scottish Central Committee on Guidance

(1981-6): Minutes, reports, background papers of the committee.

(1983): responses to the interim report (as follows)

Auchenlarvie Academy

Bellarmino Secondary

Bannock High School

Brechin High School

Brosa High School

Cardinal Newman High School

Culloden Academy

Cults Academy

Garnock Academy

Elgin High School  
Glenwood Secondary  
Golspie High School  
Grovepark High Greenock  
Gryffe High School  
Mackie Academy, Stonehaven  
Holy Cross High Hamilton  
Inveralmond Community High  
Inverness High School  
Kemnay Academy  
Kirkcudbright Academy  
Linwood High School  
Lossiemouth High School  
Maxwelltown High School  
Menzieshill High School  
The Nicolson Institute  
Park Mains High School  
Perth Grammar  
Portree High School  
Renfrew High School  
Sacred Heart High School  
St. Andrew's High School  
St. Cuthbert's High School  
St. Mirin's Academy  
St. Maurice's High School  
Selkirk High School  
Stranraer Academy

Thurso High School

Trinity High School

Whitehill High School

Central Region Education Committee

Strathclyde Region: Ayr Division

: Adviser in Guidance, Glasgow Division

: South Central Area Head Teachers

: North West Area Head Teachers

: Renfrew Division, Guidance Panel

Western Isles: Guidance Liaison Group.

Craigie College of Education

Jordanhill College of Education

Moray House College of Education

Secondary Heads Association (Scottish Area)

Standing Committee of Regional Careers Officers

Church of Scotland - Committee on Education

Catholic Education Commission

Educational Institute of Scotland

Scottish Secondary Teachers Association

Schools Council (England and Wales)

Committee on Special Educational Needs

and a range of individual respondents.

(f) Regional Authorities

BORDERS: (1982) Report by Working Party on Guidance in  
Secondary Schools.

(1982) Falling School Rolls 1982-91.

CENTRAL (1983) Guideline on Guidance.

DUMFRIES (1979) Report on Guidance in Secondary Schools

FIFE (1982) Manual on Guidance

GRAMPIAN (1971) former Aberdeen County Council

report of the Working Party on Guidance and Counselling.

(1977) Working Party report dated 13 December 1977.

(1982) Working Party report dated 13 July 1982.

LOTHIAN REGION

(undated) Guidance for Guidance.

(1982) Report of the Lothian Guidance Working Group.

(1983) Guidance in a Community School.

STRATHCLYDE

REGION (1971) former Corporation of Glasgow Education Department  
Guidance in Secondary Schools.

(1976) Renfrew Division. Guidance in Secondary Schools.

(1981) Working Group on Secondary Education. Report on the  
first two years of secondary education.

TAYSIDE

REGION (undated) Dundee/Angus Association recommendations on  
in-service provision.

(g) Colleges of Education

(1981) National Advisory Committee: The Development of Guidance Training.

(1981-4) Jordanhill College of Education/St. Andrew's College of  
Education. Reports of the School focussed guidance course  
listed on next page.

<u>SCHOOL</u>	<u>TITLE</u>
Our Lady's High School	"Extension of Guidance Programme for Lower Ability S4 pupils"
King's Park S.S.	"An S5 curriculum for non-SCE pupils"
St. Augustine's S.S.	"School Assessment Panels"
St. Thomas Muir H.S.	"Review and evaluation of pupil information collection, storage and dissemination"
St. Andrew's H.S.	"Review and formalisation of all guidance procedures and practices"
Cowdenknowes H.S.	"Documentation and Communication"
Coatbridge H.S.	"Registration, attendance, late-coming development of an improved system"
Louden Academy	"A Guidance Manual"
Queen Margaret Academy	"Restructuring of the Guidance system with reduced number of Guidance Staff"
Chryston H.S.	"Formalisation of Procedures"
Blantyre H.S.	"A New Guidance Structure"
St. Michael's Academy	"School-Social Work Relations"
St. Stephen's H.S.	"Role of Guidance in a Deprived Area"
Belmont Academy	"Review of Documentation between this secondary and its feeder"
John Paul Academy	"Primary-Secondary Transition"
Queen's Park S.S.	"A new Programme of Careers Guidance"
Claremont H.S.	"A Pupil Resource Centre for Careers"
Uddingston Grammar	"Review of Social Education Provision in School"

Ardrossan Academy	A review and formalisation of all guidance procedures within a school
Carrick Academy	A review of policies and practices of transition between p7 and s1
St. Andrew's Academy	A guidance manual/guidance calendar
Greenfaulds High School	The guidance structure - a re-evaluation
Kirkintilloch High School	The establishment of a revised Social Education programme within the school
Notre Dame High School	Assessment
Bannerman High School	Documentation and communication
Cathkin High School	Guidance and the Action Plan
Trinity High School	An assessment of a school guidance system
Victoria Drive S.S.	The role of promoted staff at a time of major change in secondary schools
Earnock High School	The school-based social worker - a new approach
St. Patrick's H.S.	Guidance as part of the school curriculum
Wishaw High School	A guide for fourth-year pupils to life after school
Merksworth High School	The role of guidance in discipline
St. Mirin's and St. Margaret's H.S.	Social Education across the curriculum
Woodfarm High School	S1 - S5 Social Education programme

Annan Academy

A whole school policy -  
a review of the philosophy,  
aims and procedures of  
guidance in the school

(See next page for details of Lothian Course Reports.)



(1983) St. Andrew's College of Education/Lothian Region  
Guidance Course reports as follow

Ainslie Park High: The Role of Guidance Staff  
in the Identification and  
Assistance of Vulnerable Children  
entering Sl

St. Mary's Academy: Social Education

Firrhill Induction and Monitoring of  
High School: Transient Pupils with Special Needs

Broughton Careers Education Programme  
High School:

Holyrood The Form Teacher and the Pastoral  
High School: System at Holyrood

St. David's The Role of the Form Teacher and the  
High School: relationship between Form Teachers  
and Guidance Staff

Penicuik Evaluation of Guidance System  
High School:

Trinity Academy: Overall Assessment of the Guidance  
System

James Young A Handbook for Group Tutors  
High School:

James Gillespie's Our Policy Statements: are they  
High School: being served?

Portobello Guidance Structure/Calendar  
High School:

Queensferry Accessibility of Guidance Staff  
High School:

h) Schools in addition to H.M.I. reports and project reports (as listed already) the handbooks of the following secondary schools were researched.

## REGIONS

### BORDERS

#### COMPREHENSIVE (6 YEAR)

- Berwickshire High School**, Duns,  
Berwickshire, TD11 3QQ.  
J. M. Smith, BA, DipEd, MBIM. 720 M. (12-18).
- Earlston High School**, Earlston,  
Berwickshire, TD4 6HF.  
W. B. Reid, BSc. 570 M. (12-18).
- Eyemouth High School**, Eyemouth,  
Berwickshire, TD14 5BY.  
H. I. Sutherland, MA. 520 M. (12-18).
- Galashiels Academy**, Elm Row, Galashiels,  
Selkirkshire, TD1 3HU.  
W. Clark, MA. 1,170 M. (12-18).
- Hawick High School**, Buccleuch Street, Hawick,  
Roxburghshire, TD9 0EG.  
J. W. Telfer, BSc. 1,260 M. (12-18).
- Jedburgh Grammar School**, High Street, Jedburgh,  
Roxburghshire, TD8 6DQ.  
G. M. Adams, MA, BCom. 450 M. (12-18).
- Kelso High School**, Bowmont Street, Kelso,  
Roxburghshire, TD5 7EG.  
A. Johnston, BSc. 770 M. (12-18).
- Peebles High School**, Peebles, EH45 9HB.  
R. S. Morton, MA. 980 M. (12-18).
- Selkirk High School**, Hillside Terrace,  
Selkirk, TD7 4EW.  
G. W. Jack, MA. 560 M. (12-18).

### CENTRAL

#### SECONDARY COMPREHENSIVE

- Alloa Academy**, Claremont, Alloa,  
Clackmannanshire, FK10 2EQ.  
D. Niven, BSc. 910 M. (12-18).
- Alva Academy**, Queen Street, Alva,  
Clackmannanshire, FK12 5LY.  
J. Murray, MA, BA, DipEd. 1,210 M. (12-18).
- Baliron High School**, Balfron, Glasgow, G63 0PG.  
J. A. Fleming, MA, DipEd. 770 M. (12-18).
- Bannockburn High School**, Broomridge,  
Bannockburn, Stirling, FK7 0HQ.  
T. W. Wyllie, BSc, CChem, MRSC, CEng, MInstE. 830 M. (12-18).
- Bo'ness Academy**, Academy Road, Bo'ness,  
West Lothian, EH51 9QD.  
Alan G. McCombie, MA. 1,020 M. (12-18).
- Camelon High School**, Camelon, Falkirk,  
Stirlingshire, FK1 4HA.  
Mrs. A. Sheila McKee, MA. 540 M. (12-18).
- Denny High School**, Anderson Drive, Denny,  
Stirlingshire, FK6 5EB.  
J. C. Hay, BA. 1,450 M. (12-18).
- Dunblane High School**, off Old Doune Road,  
Dunblane, Perthshire, FK15 9DR.  
John T. McCarron, BSc. 750 M. (12-18).
- Falkirk High School**, Blinkbonny Road,  
Falkirk, Stirlingshire, FK1 5BZ.  
David C. Mackenzie, BSc. 1,260 M. (12-18).
- Graeme High School**, Callendar Road, Falkirk,  
Stirlingshire, FK1 1SY.  
J. A. McHardy, MA. 1,840 M. (12-18).
- Grangemouth High School**, Tinto Drive,  
Grangemouth, Stirlingshire, FK3 0HN.  
W. Paxton, MA. 900 M. (14-18).
- High School of Stirling**, Torbrex,  
Stirling, FK8 2PA.  
J. Anderson, MA. 1,250 M. (12-18).
- Larbert High School**, Larbert,  
Stirlingshire, FK5 4HB.  
A. J. Jamieson, BSc. 1,470 M. (12-18).
- Lornhill Academy**, Tullibody Road, Alloa,  
Clackmannanshire, FK10 2ES.  
J. M. Ferguson, BSc, CChem, FRSC. 1,450 M. (12-18).
- McLaren High School**, Callander,  
Perthshire, FK17 8JH.  
H. A. Mathie, MA, MEd. 770 M. (12-18).
- St. Modan's High School**, Stirling, FK7 0PU.  
J. Oates, MA. 1,150 M. (12-18).
- St. Mungo's High School**, Merchiston Avenue,  
Falkirk, FK2 2JT.  
H. J. Lynch, BA, BSc(Econ), MSc. 1,090 M. (12-18).
- Wallace High School**, Dumyat Road,  
Stirling, FK9 5HW.  
W. Brodie. 1,430 M. (12-18).
- Woodlands High School**, Rennie Street,  
Falkirk, Stirlingshire, FK1 5AL.  
A. McGibbon. 600 M. (12-18).

### MIDDLE SCHOOLS

- Abbotsgrange Middle School**, Dalratho Road,  
Grangemouth, Stirlingshire, FK3 9JE.  
W. B. Reid, MA, MEd. 500 M. (10-14).
- Moray Middle School**, Moray Place,  
Grangemouth, Stirlingshire, FK3 9DL.  
J. Wilson, MA. 520 M. (10-14).

## DUMFRIES AND GALLOWAY

### SECONDARY SCHOOLS

**Annan Academy**, Annan, Dumfriesshire, DG12 6AP.

C. W. K. Moncrieff, MA, BSc. 1,230 M. (12-18).

**Castle Douglas High School**, Dunmuir Road, Castle Douglas,  
Kirkcudbrightshire, DG7 1LQ.

D. Campbell, MA, FEIS. 460 M. (12-17).

**Dalbeattie High School**, Haugh Road,  
Dalbeattie, Kirkcudbrightshire, DG5 4AR.

F. Sanderson, MA. 350 M. (12-17).

**Dalry Secondary School**, Dalry, Castle Douglas,  
Kirkcudbrightshire, DG7 3UZ.

W. A. M. Hall, MA. 110 M. (12-16).

**Douglas-Ewart High School**, Newton Stewart,  
Wigtownshire, DG8 6JQ.

J. D. McLay, BSc. 900 M. (12-18).

**Dumfries Academy**, Academy Street,  
Dumfries, DG1 1DD.

D. M. Smith, MA. 800 M. (12-18).

**Dumfries High School**, Marchmount,  
Dumfries, DG1 1PX.

D. Clarkson, BSc. 1,000 M. (12-18).

**Kirkcudbright Academy**, Kirkcudbright,  
DG6 4JN.

J. M. Manson, BSc. 600 M. (12-18).

**Langholm Academy**, Langholm,  
Dumfriesshire, DG13 0BL.

D. N. Macdonald, BSc. 280 M. (12-16).

**Lockerbie Academy**, Lockerbie,  
Dumfriesshire, DG11 2AL.

A. M. Blake, BSc. 1,000 M. (12-18).

**Maxwelltown High School**, Lochside Road,  
Dumfries, DG2 0EL.

M. N. Cliff, MA. 900 M. (12-18).

**Moffat Academy**, Moffat, Dumfriesshire, DG10 9DA.

John Stevenson, MA. 200 M. (12-16).

**St. Joseph's College**, Dumfries, DN1 4UU.

M. G. Taylor, MA. 650 M. (12-18).

**Sanquhar Academy**, Broomfield, Sanquhar,  
Dumfriesshire, DG4 6JN.

William W. McIntyre, JP, MA. 400 M. (12-18).

**Stranraer Academy**, McMasters Road, Stranraer,  
Wigtownshire, DG9 8BY.

M. Neely, BSc. 1,500 M. (12-18).

**Wallace Hall Academy**, Thornhill,  
Dumfriesshire, DG3 5DS.

N. L. Anderson, BSc. 400 M. (12-18).

## FIFE

### HIGH SCHOOLS (12-18 YEARS)

- Auchmuty High School**, Dovecot Road,  
Glenrothes, Fife, KY7 5JL.  
Ian G. D. Garvie, MA, BLitt, DipEd. 1,450 M.
- Balwearie High School**, Balwearie Gardens,  
Kirkcaldy, Fife, KY2 5LY.  
O. W. McLauchlan, MA. 1,490 M.
- Beath High School**, Foulford Road,  
Cowdenbeath, Fife, KY4 9BH.  
E. Gray, MA. 1,710 M.
- Bell-Baxter High School**, Cupar, Fife, KY15 5DR.  
Douglas Campbell, MA. 1,840 M.
- Buckhaven High School**, Methilhaven Road,  
Buckhaven, Leven, Fife, KY8 1HL.  
G. Grant, BSc. 1,650 M.
- Dunfermline High School**, St. Leonards Place,  
Dunfermline, Fife, KY11 3BG.  
D. B. Brown, MA, LLB. 1,690 M.
- Glenrothes High School**, Napier Road, Glenrothes,  
Fife, KY6 1HJ.  
R. D. C. Mackay, MA, DipEd. 1,220 M.
- Glenwood High School**, South Parks Road,  
Glenrothes, Fife, KY6 1JX.  
T. C. McIver, MA. 1,130 M.
- Inverkeithing High School**, Hillend Road,  
Inverkeithing, Fife, KY11 1PL.  
A. S. McKenzie, MA, MEd. 1,530 M.
- Kirkcaldy High School**, Dunnikier Way,  
Kirkcaldy, Fife, KY1 3LR.  
I. Fraser, BSc, DipEd. 1,780 M.
- Kirkland High School**, Methil, Fife, KY8 3LT.  
J. Yule, BSc. 850 M.
- Madras College**, St. Andrews, Fife, KY16 9EJ.  
D. D. Galloway, MA, BA. 1,720 M.
- Queen Anne High School**, Broomhead,  
Dunfermline, Fife, KY12 0PQ.  
J. Reid, MA. 1,840 M.
- St. Andrew's R.C. High School**, Overton Road,  
Kirkcaldy, Fife, KY1 3JL.  
C. Murray, MA. 890 M.
- St. Columba's R.C. High School**, Woodmill Road,  
Dunfermline, KY11 4UN.  
B. Conway, BSc. 920 M.
- Viewforth High School**, Loughborough Road,  
Kirkcaldy, Fife, KY1 3DE.  
D. Jolly, BSc. 800 M.
- Waid Academy**, St. Andrews Road,  
Anstruther, Fife, KY10 3HD.  
T. A. Watson, MA. 670 M.
- Woodmill High School**, Shields Road,  
Dunfermline, Fife, KY11 4ER.  
I. Watson, MA, MEd. 1,330 M.

### JUNIOR HIGH SCHOOLS (12-16 YEARS)

- Auchterderran Junior High School**, Woodend Road,  
Cardenden, Fife, KY5 0NE. Ca
- E. K.C. Brown, BSc. 450 M.
- Ballingry Junior High School**, Lochleven Road,  
Lochgelly, Fife, KY5 8HU. E
- R. J. Power, MA. 450 M.

*Grampian (continued)*

- Fraserburgh Academy**, Dennyduff Road,  
Fraserburgh, Aberdeenshire, AB4 5NA.  
John B. Rankin, BSc, FRSGS. 1,650 M. (12-18)
- Gordon Schools, The**, Castle Street, Huntly,  
Aberdeenshire, AB5 4SE.  
C. Harrison, BSc, MEd. 720 M. (12-18).
- Harlaw Academy**, Albyn Place,  
Aberdeen, AB9 1RG.  
N. J. Horne, MA. 880 M. (12-18).
- Hazlehead Academy**, Groat's Road,  
Aberdeen, AB9 1FJ.  
A. Sibbald, BSc. 1,330 M. (12-18).
- Hilton Academy**, Hilton Avenue,  
Aberdeen, AB2 2LN.  
C. B. Milne, MA. 500 M. (12-18).
- Inverurie Academy**, Market Place, Inverurie,  
Aberdeenshire, AB5 9PX.  
A. G. Hogg, MA, MEd. 1,250 M. (12-18).
- Keith Grammar School**, School Road, Keith,  
Banffshire, AB5 3ES.  
R. D. Fraser. 650 M. (12-18).
- Kemnay Academy**, Bremner Way,  
Kemnay, Aberdeenshire, AB5 9FT.  
R. A. Bisset, MA. 550 M. (12-18).
- Kincorth Academy**, Kincorth Circle,  
Aberdeen, AB1 5NL.  
Patricia M. Maclean, MA, MSc, PhD. 950 M. (12-18).
- Linkfield Academy**, 520 King Street,  
Aberdeen, AB2 1SS.  
I. A. McDonald, BSc. 900 M. (12-18).
- Lossiemouth High School**, Lossiemouth,  
Morayshire, IV31 6JU.  
A. Boag, BSc. 700 M. (12-18).
- Mackie Academy**, Slug Road, Stonehaven,  
Kincardineshire, AB3 2DF.  
John Fraser, MA. 1,740 M. (12-18).
- Mearns Academy**, Aberdeen Road, Laurencekirk,  
Kincardineshire, AB3 1AJ.  
I. M. Frain, MA. 560 M. (12-18).
- Milne's High School**, High Street, Fochabers,  
Morayshire, IV32 7EP.  
S. G. Matheson, MA. 550 M. (12-18).
- Mintlaw Academy**, Station Road, Mintlaw,  
Peterhead, Aberdeenshire, AB4 8FN.  
W. Sarson, BSc, MEd. 780 M. (12-17).
- Northfield Academy**, Granitehill Place,  
Aberdeen, AB2 7AN.  
I. McDowall, MA. 1,050 M. (12-18).
- Oldmachar Academy**, Jesmond Drive,  
Bridge of Don, Aberdeen.  
J. Leiper, MA, DipEd. 480 M.
- Peterhead Academy**, Prince Street, Peterhead,  
Aberdeenshire, AB4 6QQ.  
Jim Buchan, MA, MEd. 1,740 M. (12-18).

- Powis Academy**, St. Machar Drive,  
Aberdeen, AB2 3YZ.  
G. Sinclair, MA, MEd, FEIS. 580 M. (12-18).
- Speyside High School**, Mary Avenue, Aberlour,  
Banffshire, AB3 9PN.  
N. G. Strachan, MA. 610 M. (12-17).
- Summerhill Academy**, Stronsay Drive,  
Aberdeen, AB2 6JA.  
Patricia Cormack, MA. 670 M. (12-18).
- Tomintoul Secondary School**, Main Street,  
Ballindalloch, Banffshire, AB3 9HA.  
B. McGrath. 120 M. (5-16).
- Torry Academy**, Tullos Circle,  
Aberdeen, AB1 3HB.  
G. S. Duthie, BSc. 810 M. (12-18).
- Turriff Academy**, Victoria Terrace, Turriff,  
Aberdeenshire, AB5 7EE.  
William P. Maxwell, BA, DipEd. 800 M. (11-18)
- Westhill Academy**, Hay's Way, Westhill,  
Skene, Aberdeenshire, AB3 6XZ.  
Peter Gibson, MA. 540 M.

## GRAMPIAN

### COMPREHENSIVE SCHOOLS

- Aberdeen Grammar School**, Skene Street,  
Aberdeen, AB9 1HT.  
Robert D. Gill, MA, FCP. 1,650 M. (12-18).
- Aboyne Academy**, Bridgeview Road, Aboyne,  
Aberdeenshire, AB3 5JN.  
Miss S. M. M. Cooper, MA. 680 M. (12-18).
- Alford Academy**, Murray Terrace, Alford,  
Aberdeenshire, AB3 8JE.  
R. H. Graham, BSc. 440 M. (12-18).
- Banchory Academy**, School Hill, Banchory,  
Kincardineshire, AB3 3TQ.  
W. S. Wilson, BSc. 750 M. (12-18).
- Banff Academy**, Bellevue Road, Banff, AB4 1BY.  
R. I. Scott, MA, BLitt, MLitt. 1,250 M. (12-18).
- Bankhead Academy**, Bankhead Avenue,  
Bucksburn, Aberdeen, AB2 9ES.  
D. G. F. Eastwood, BSc. 850 M. (12-18).
- Bridge of Don Academy**, Braehead Way,  
Bridge of Don, Aberdeen, AB2 8RR.  
R. G. Wallis, MA. 950 M. (12-18).
- Buckie High School**, West Cathcart Street,  
Buckie, Banffshire, AB5 1QB.  
George C. McKenzie, BSc. 1,000 M. (12-18).
- Cults Academy**, Hillview Drive, Cults,  
Aberdeen, AB1 9SA.  
Raymond B. Dunphy, BSc. 1,050 M. (12-18).
- Dyce Academy**, Riverview Drive, Dyce,  
Aberdeen, AB2 0NF.  
M. T. Taylor, MA, MEd. 980 M. (12-18).
- Elgin Academy**, Morriston Road, Elgin,  
Morayshire, IV30 2ND.  
A. J. Glashan, BSc. 1,000 M. (12-18).
- Elgin High School**, High School Drive, New Elgin,  
Morayshire, IV30 3JU.  
W. Hope, MA. 800 M. (12-18).
- Ellon Academy**, Ellon, Aberdeenshire, AB4 9AX.  
A. Cameron, BSc. 1,300 M. (12-18).
- Forres Academy**, Burdsyard Road, Forres,  
Morayshire, IV36 0DG.  
A. A. D. MacLachlan, BA. 1,210 M. (12-18).

# HIGHLAND

## SECONDARY SCHOOLS

### Caithness Division

**Thurso High School**, Ormlie Road, Thurso,  
Caithness, KW14 7DS.  
D. J. Macdonald, BSc. 1,180 M. (12-18).  
**Wick High School**, West Banks Avenue, Wick,  
Caithness, KW1 5LU.  
J. H. A. MacLeod, MA. 930 M. (12-18).

### Sutherland Division

**Brora High School**, Brora, Sutherland, KW9 6PF.  
J. Macdonald, BA. 230 M. (4-14).  
: **Dornoch Academy**, Dornoch, Sutherland, IV25 3HR.  
W. F. MacDougall, BSc. 280 M. (5-14).  
**Farr Secondary School**, Bettyhill, by Thurso,  
Caithness, KW14 7SS.  
Miss M. H. Sutherland. 100 M. (5-16).  
: **Golspie High School**, Golspie,  
Sutherland, KW10 6RF.  
D. J. Whyte, MA, DipEd. 700 M. (12-18).  
**Helmsdale Secondary School**, Helmsdale,  
Sutherland, KW8 6JW.  
A. I. Blance, BSc. 70 M. (5-14).

### Ross and Cromarty Division

**Alness Academy**, Alness, Ross-shire, IV17 0UY.  
Robert B. Meikle, MA, DipEd. 860 M. (12-18).  
**Dingwall Academy**, Dingwall, Ross-shire, IV15 9LT.  
A. Glass, MA, DipEd. 1,000 M. (12-18).  
**Fortrose Academy**, Fortrose, Ross-shire, IV10 8TW.  
Donald W. MacLeod, MA, BA. 540 M. (12-18).  
**Gairloch High School**, Achtercairn,  
Gairloch, Ross-shire, IV21 2BP.  
N. K. Wilkie, MA. 260 M. (5-18).  
**Invergordon Academy**, Invergordon,  
Ross-shire, IV18 0LD. Inver  
Thomas Bownes, BSc. 400 M. (12-18).  
**Tain Royal Academy**, Scotsburn Road, Tain,  
Ross-shire, IV19 1PS.  
J. F. Kirk, BSc. 750 M. (12-18).  
**Ullapool High School**, Ullapool, Ross-shire, IV26 2UE.  
J. Nicol, BSc. 280 M. (5-18).

### Inverness Division

**Charleston Academy**, Kinmylies,  
Inverness, IV3 6ET. In  
R. J. Lyall, MA. 750 M. (12-18).  
**Culloden Academy**, Culloden, Inverness, IV1 2JZ. In  
D. B. McGinn, BA, ADTC. 830 M. (12-18).  
**Fort Augustus Secondary School**, Fort Augustus,  
Inverness-shire, PH32 4DL. Fort  
R. A. Everett, BSc, MInstP, ASTA. 110 M. (5-16).  
**Glen Urquhart Secondary School**, Drumnadrochit,  
Inverness, IV3 6UG. Drum  
A. Maxwell, BSc, MEd. 110 M. (12-18).  
**Grantown Grammar School**, Grantown-on-Spey,  
Morayshire, PH26 3HU. Grantown  
L. Grant, MA. 350 M. (12-18).  
**Inverness High School**, Montague Row,  
Inverness, IV3 5DZ. Inv  
J. McDonald, MA. 660 M. (12-18).  
**Inverness Royal Academy**,  
Culduthel, Inverness, IV1 2AD. Inv  
I. R. Fraser, MA, MEd. 1,140 M. (12-18).  
**Kingussie High School**, Ruthven Road,  
Kingussie, Inverness-shire, PH21 1ES. K  
M. M. Grant, MA, DipEd. 380 M. (11-18).  
**Millburn Academy**, Diriebught Road,  
Inverness, IV2 3QR. Inv  
W. T. Weatherspoon, BSc, DipEd. 930 M. (12-18).  
**Nairn Academy**, Duncan Drive, Nairn, IV12 4RD.  
R. K. Denholm, MA. 800 M. (12-18).  
: **Plockton High School**, Plockton,  
Ross-shire, IV52 8TU. F  
D. C. M. Johnstone, MA. 310 M. (12-18).  
**Portree High School**, Portree, Isle of Skye, IV51 9ET.  
J. M. Rodger, BSc, MEd. 950 M. (5-18).

### Lochaber Division

**Kinlochleven Secondary School**, Kinlochleven,  
Argyll, PA40 4QL.  
J. D. Kennedy, MA. 230 M. (5-16).

\* **Lochaber High School**, Camaghael, Fort William,  
Inverness-shire, PH33 7ND.  
J. McWilliam, MA. 1,460 M. (12-18).  
**Mallaig Secondary School**, Mallaig,  
Inverness-shire, PH41 4RH.  
A. A. Maclean, MA. 240 M. (5-16).

## LOTHIAN

### SECONDARY SCHOOLS (12-18 YEARS)

- Ainslie Park High School**, Pilton Avenue,  
Edinburgh, EH5 2LE.  
T. Christie, BSc. 610 M.
- Armadale Academy**, West End, Armadale,  
Bathgate, West Lothian, EH48 3LY.  
R. Wilson, BSc. 900 M.
- Balerno High School**, Bridge Road,  
Balerno, Midlothian, EH14 7AQ.  
I. M. Nicol, MA, DipEd. 690 M.
- Bathgate Academy**, Edinburgh Road,  
Bathgate, West Lothian, EH48 1LF.  
Ian G. S. MacGregor, MA, MEd, FBIM. 890 M.
- Beeslack High School**, Edinburgh Road,  
Penicuik, EH26 0QF.  
R. J. Staite, MA. 460 M.
- Blackburn Academy**, Elm Grove, Blackburn,  
Bathgate, West Lothian, EH47 7QW.  
P. Simmons, BA. 570 M.
- Boroughmuir High School**, Viewforth,  
Edinburgh, EH10 4LR.  
T. W. Dalgleish, BA, BSc. 1,050 M.
- Broughton High School**, Carrington Road,  
Edinburgh, EH4 1EG.  
J. Scott, MA, DipEd. 1,120 M.
- Broxburn Academy**, Caedross Road,  
Broxburn, West Lothian, EH52 6AG.  
D. S. McIvor, MA, BA. 830 M.
- Castlebrae High School**, Greendykes Road,  
Edinburgh, EH16 4DP.  
E. G. Smith, BA, BSc. 600 M.
- Craigmount High School**, Craigs Road,  
Edinburgh, EH12 8NH.  
W. Trotter, MA. 1,400 M.
- Craigroyston Community High School**, Pennywell Road,  
Edinburgh, EH4 4QP.  
H. D. MacKenzie, MA. 750 M.
- Craigshill High School**, Willow Grove, Craigshill,  
Livingston, West Lothian, EH54 5DX.  
A. J. Pirie, MA. 600 M.
- Currie High School**, Dolphin Avenue, Currie, EH14 5RD.  
Ronald Paul, MA, DipEd. 950 M.
- Dalkeith High School**, 23 Newmills Road,  
Dalkeith, Midlothian, EH22 1ET.  
W. J. Sleater, MA. 1,080 M.



Deans Community High School, Eastwood Park,  
Knightsbridge West, Livingston,  
West Lothian, EH54 8PS.  
Stewart Wilson, MA. 1,060 M.

Drummond Community High School, Cochran Terrace,  
Edinburgh, EH7 4BJ.  
Mrs. M. M. Macintosh, MA. 500 M.

Dunbar Grammar School, Summerfield Road,  
Dunbar, East Lothian, EH42 1NJ.  
W. R. Collin, BSc. 520 M.

Firhill High School, Firhill, Edinburgh, EH14 1DP.  
John Grant-Wood, MA. 1,170 M.

Forrester High School, Broomhouse Road,  
Edinburgh, EH12 9AE.  
P. D. Hollis, MA. 920 M.

Gracemount High School, Lasswade Road,  
Edinburgh, EH16 6TZ.  
C. C. Lamont, MA, PhD. 700 M.

Greenhall High School, Gowkshill,  
Gorebridge, Midlothian, EH23 4PE. Goreb  
A. C. Pacey, MA. 550 M.

Holy Road (R.C.) High School, Duddingston Road West,  
Edinburgh, EH15 1ST.  
J. P. Beynon, BA. 850 M.

Inveralmond Community School, Willowbank,  
Ladywell, Livingston, West Lothian, EH54 6HN. Living  
Dr. D. H. Blackwell, MA. 1,040 M.

James Gillespie's High School, Lauderdale Street,  
Edinburgh, EH9 1DD.  
Patricia Thomas, BSc, PhD. 1,190 M.

James Young High School, The, Quentin Rise,  
Livingston, West Lothian, EH54 6NG. Livings  
N. Henriksen, BSc, MEd. 600 M.

Knox Academy, Pencailand Road,  
Haddington, East Lothian, EH41 4DT. Haddingt  
A. B. Ellis, BA, MEd. 860 M.

Lasswade High School Centre, Eskdale Drive,  
Bonnyrigg, Midlothian, EH19 2LA.  
Hugh S. Flockhart, BSc. 1,530 M.

Leith Academy, Duke Street,  
Edinburgh, EH6 8HS.  
K. A. Hyslop, BSc. 1,120 M.

Liberton High School, Gilmerton Road,  
Edinburgh, EH17 7PT.  
J. W. Vettese, MA, DipEd. 1,140 M.

Linlithgow Academy, Braehead Road,  
Linlithgow, West Lothian, EH49 6EH.  
J. G. Ferguson, MA, BSc. 1,000 M.

Musselburgh Grammar School, 86 Inveresk Road,  
Musselburgh, Midlothian, EH21 7BB.  
R. B. Reid, MA. 1,060 M.

Newbattle High School, 64 Easthouses Road,  
Dalkeith, Midlothian, EH22 4EW.  
S. G. Smith, BSc, DipEd. 850 M.

**North Berwick High School**, Grange Road,  
North Berwick, East Lothian, EH39 4QS.  
A. H. Morrison, MA. 800 M.

**Our Lady's R.C. High School**, West Main Street,  
Broxburn, West Lothian, EH52 5LJ.  
J. G. McGovern, JP, BSc, MRSC. 350 M.

**Penicuik High School**, Carlops Road,  
Penicuik, Midlothian, EH26 9EP.  
D. Chalmers, MA. 1,130 M.

**Portobello High School**, Duddingston Road,  
Edinburgh, EH15 1NF.  
J. H. Purves, MA. 1,710 M.

**Preston Lodge High School**, Park View,  
Prestonpans, East Lothian, EH32 9QJ.  
D. S. Allan, BSc, DipEd. 1,050 M.

**Queensferry High School**, Ashburnham Road,  
South Queensferry, West Lothian, EH30 9JN.  
D. M. Lewis, BSc. 900 M.

**Ross High School**, Well Wynd,  
Tranent, East Lothian, EH33 2EQ.  
David M. Eunson, MA. 950 M.

**Royal High School**, The, East Barnton Avenue,  
Edinburgh, EH4 6JP.  
F. Macintosh, CBE, MA, DLitt, FEIS. 1,300 M.

**St. Augustine's (R.C.) High School**, Broomhouse Road,  
Edinburgh, EH12 9AD.  
Miss Eileen Murdoch, MA. 920 M.

**St. David's (R.C.) High School**, Abbey Road,  
Dalkeith, Midlothian, EH22 3AD.  
T. J. O'Malley, BSc, ARIC, DipEd. 840 M.

**St. Kentigern's Academy**, West Main Street,  
Blackburn, Bathgate, West Lothian, EH47 7LX. B  
D. Sweeney, MA, MEd. 900 M.

**St. Mary's Academy**, Edinburgh Road,  
Bathgate, West Lothian, EH48 1EQ. B  
P. A. McCourt, BSc. 1,050 M.

**St. Thomas of Aquin's (R.C.) High School**,  
12 Chalmers Street, Edinburgh, EH3 9ES.  
J. Dames, BSc. 710 M.

**Trinity Academy**, Craighall Avenue,  
Edinburgh, EH6 4RT.  
P. G. Galloway, BA. 740 M.

**Tynecastle High School**, McLeod Street,  
Edinburgh, EH11 2NJ.  
G. M. Munro, BSc, DipEd. 1,100 M.

**West Calder High School**, Limefield, Polbeth,  
West Calder, West Lothian, EH55 8QN. Wes  
W. G. Gourlay, MA. 930 M.

**Wester Hailes Education Centre**,  
5 Murrayburn Drive, Edinburgh, EH14 2SU.  
A. Goodall, MA. 1,090 M.

**Whitburn Academy**, Shanks Road, Whitburn,  
Bathgate, West Lothian, EH47 0HL.  
R. G. Young, MA, AFIMA. 1,260 M.

# STRATHCLYDE

## SECONDARY SCHOOLS

### Argyll and Bute Division

**Campbeltown Grammar School**, Campbeltown,  
Argyll, PA28 6JS.

R. Urquhart, MA. 750 M. (12-18).

**Dunoon Grammar School**, Ardenslate Road,  
Dunoon, Argyll, PA23 8LU.

J. Rhodes, MA. 1,200 M. (12-18).

**Islay High School**, Bowmore, Isle of Islay,  
PA43 7JY.

Mrs. J. Hunter, MA. 370 M. (12-18).

**Lochgilphead High School**, Manse Brae,  
Lochgilphead, Argyll, PA31 8JY.

C. A. Stewart, MA, MEd. 560 M. (12-18).

**Oban High School**, Oban, Argyll, PA34 4JB.

T. S. Twatt, MA. 1,390 M. (12-18).

**Rothsay Academy**, Rothsay, Bute, PA20 0BQ.

A. P. Gilmour, BSc. 530 M. (12-18).

**Tarbert Academy**, Tarbert, Argyll, PA29 6TE.

G. Bishop, MA, DipEd. 300 M. (5-18).

**Tiree High School**, Scarinish,  
Isle of Tiree, PA77 6XA.

A. C. J. Hunter, BA. 110 M. (5-18).

**Tobermory High School**, Tobermory, Isle of Mull,  
PA75 6PB.

G. A. Farquharson, MA, DipEd. 200 M. (5-16).

### Ayr Division (12-18 years)

**Ardrossan Academy**, Sorbie Road, Ardrossan,  
Ayrshire, KA22 8AR.

A. Partridge, MA. 1,500 M.

**Arran High School**, Lamlash, Brodick, Isle of Arran,  
KA27 8NG.

D. A. Oakes, BA, DipEd. 320 M.

**Auchenharvie Academy**, Saltcoats Road,  
Stevenston, Ayrshire, KA20 3JW.

J. Taylor, MA, BD, DipEd. 1,000 M.

**Auchinleck Academy**, Sorn Road, Auchinleck,  
Cumnock, Ayrshire, KA18 2LY.

J. Aitken, BSc. 1,300 M.

**Ayr Academy**, Fort Street, Ayr, KA7 1HX.

W. Ballantyne, BSc. 1,000 M.

**Belmont Academy**, Belmont Road, Ayr, KA7 2PG.

William F. Stewart, MA, DipEd, BA. 1,200 M.

**Carrick Academy**, Kirkoswald Road, Maybole,  
Ayrshire, KA19 8BP.

S. Jardine, BSc. 890 M.

**Cumnock Academy**, Ayr Road, Cumnock,  
Ayrshire, KA18 1EH.

W. A. Oliver, BSc. 1,400 M.

**Doon Academy**, Ayr Road, Dalmellington,  
Ayr, KA6 7ST.  
J Birchall, BA. 550 M.

**Garnock Academy**, School Road, Kilbirnie,  
Ayrshire, KA25 7AX.  
D J. White, JP, BSc, PhD. 1,400 M.

**Girvan Academy**, The Avenue, Girvan,  
Ayrshire, KA26 9DD.  
T A. Proudfoot, BSc. 760 M.

**Grange Academy**, Beech Avenue, Kilmarnock,  
Ayrshire, KA1 2EW.  
H G. Millar, BSc. 1,000 M.

**Greenwood Academy**, Dreghorn, Irvine,  
Ayrshire, KA11 4HL.  
W. R. Cochrane, MA. 1,400 M.

**Irvine Royal Academy**, Academy Road, Irvine,  
Ayrshire, KA12 8RN.  
A. Crawford, BSc. 930 M.

**James Hamilton Academy**, Sutherland Drive,  
Kilmarnock, Ayrshire, KA3 7DF.  
Thomas H. Millar, MA, BA. 900 M.

**Kilmarnock Academy**, Elmbank Drive, Kilmarnock,  
Ayrshire, KA1 3BS.  
F Donnelly, MA. 1,390 M.

**Kilwinning Academy**, Dalry Road, Kilwinning,  
Ayrshire, KA13 7HD.  
D P. Young, MA. 1,200 M.

**Kyle Academy**, Overmills Road, Ayr, KA7 3LR.  
J H. Cooke, BSc, MA, DipEd. 780 M.

**Largs Academy**, Flatt Road, Largs,  
Ayrshire, KA30 9JX.  
W. C. Inglis, MA. 900 M.

**Loudoun Academy**, Glasgow Road, Galston,  
Ayrshire, KA4 8PD.  
R Findlay, MA. 1,300 M.

**Mainholm Academy**, Mainholm Road, Ayr, KA8 0QQ.  
A. D. C. Allan, MA. 1,000 M.

**Marr College**, Dundonald Road,  
Troon, Ayrshire, KA1 7AB.  
R McCarrison, BSc. 1,400 M.

**Prestwick Academy**, Newdykes Road, Prestwick,  
Ayrshire, KA9 2LB.  
A. D. Monnickendam, BSc. 1,100 M.

**Queen Margaret Academy**, Dalmellington Road,  
Ayr, KA7 3TL.  
R Jardine, MA. 750 M.

**Ravenspark Academy**, Kilwinning Road, Irvine,  
Ayrshire, KA12 8SJ.  
S. B. McCormack, BSc. 1,270 M.

**St. Andrew's Academy**, Jack's Road, Saltcoats,  
Ayrshire, KA21 5NT.  
J McGrath, MA. 1,000 M.

*Strathclyde (continued)*

**St. Conval's High School**, Auchinleck Road, Cumnock,  
Ayrshire, KA18 1AN.

B. Dorrian, BSc. 250 M.

**St. Joseph's Academy**, Grassyards Road, Kilmarnock,  
Ayrshire, KA3 7SL.

H. Matthews, MA. 850 M.

**St. Michael's Academy**, Winton Place, Kilwinning,  
Ayrshire, KA13 6LJ.

James McCutcheon, MA. 960 M.

**Sacred Heart Academy**, Henrietta Street,

Girvan, Ayrshire, KA26 9AW.

Brian Murray, MA. 200 M.

**Stewarton High School**, Kilwinning Road, Stewarton,

Kilmarnock, Ayrshire, KA3 3DL.

A. B. Barker, MA. 780 M.

#### **Dunbarton Division (12-18 years)**

**Abronnhill High School**, Larch Road,

Cumbernauld, Glasgow, G67 3AZ.

M. MacSween, MA, BLitt. 1,000 M.

**Bearsden Academy**, Morven Road, Bearsden,

Glasgow, G61 3SU.

N. MacLeod, BSc. 1,270 M.

**Bishopbriggs High School**, South Crosshill Road,

Bishopbriggs, Glasgow, G64 2NN.

R. A. Stewart, BSc, ARIC. 780 M.

**Boclair Academy**, Inveroran Drive,

Bearsden, Glasgow, G61 2PL.

George B. P. Smith, BSc. 1,050 M.

**Braidfield High School**, Queen Mary Avenue,

Clydebank, Dunbartonshire, G81 2LR.

D. Shaw (Acting). 1,000 M.

**Chryston High School**, Lindsaybeg Road, Chryston,

Glasgow, G69 9DL.

Robert Paris, MA, MEd. 820 M.

**Clydebank High School**, Shelley Drive, Clydebank,

Dunbartonshire, G81 3EJ.

Colin M. O'Brien, BA. 1,250 M.

**Cumbernauld High School**, South Carbrain, Ring Road,

Cumbernauld, Glasgow, G67 2UF.

J. M. Mearns, MA, DL. 930 M.

**Douglas Academy**, Mains Estate, Milngavie,

Glasgow, G62 7HL.

J. Halliday, MA, BA. 1,030 M.

**Dumbarton Academy**, Crosslet Road,

Dumbarton, G82 2AJ.

J. Colrairie, MA. 950 M.

**Greenfaulds High School**, Athelstane Drive,

Cumbernauld, Glasgow, G67 4AQ.

David D. Bruce, MA. 1,400 M.

**Hermitage Academy**, Campbell Drive, Colgrain,

Helensburgh, Dunbartonshire, G84 7TB.

Leslie B. Young, BSc, PhD. 1,600 M.

**Kilsyth Academy**, Balmalloch, Kilsyth,  
Glasgow, G65 9NF.  
John A. Mitchell, BSc. 900 M.

**Kirkintilloch High School**, Briar Road, Kirkintilloch,  
Glasgow, G66 3SA.  
D. H. Matheson, MA, BA. 950 M.

**Lenzie Academy**, Myrtle Avenue, Lenzie, Kirkintilloch,  
Glasgow, G66 4HR.  
C. M. Brown, BSc, ARIC. 1,210 M.

**Notre Dame R.C. High School**, Hawthornhill Road,  
Dumbarton, G82 4JN.  
Sister Maire T. Gallagher, MA. 850 G.

**Our Lady's R.C. High School**, Dowanfield Road,  
Cumbernauld, Glasgow, G67 1PH.  
R. M. Healy, BSc. 1,200 M.

**St. Andrew's R.C. High School**, North Douglas Street,  
Clydebank, Dunbartonshire, G81 1NQ.  
T. Burnett, MA. 650 M.

**St. Columba's R.C. High School**, Gilmour Street,  
Clydebank, Dunbartonshire, G81 2BW.  
L. Duffy, MA. 1,100 M.

**St. Maurice's R.C. High School**, Westfield,  
Cumbernauld, Glasgow, G68 9AG.  
Andrew F. McGarry, BA, MA. 930 M.

**St. Ninian's R.C. High School**, Bellfield Road,  
Kirkintilloch, Glasgow, G66 1DU.  
F. Goldie, BSc. 1,400 M.

**St. Patrick's R.C. High School**, Cardross Road,  
Dumbarton, G82 4JF.  
W. Morell, BSc. 740 B.

**Thomas Muir High School**, Wester Cleddens Road,  
Bishopbriggs, Glasgow, G64 1HZ.  
T. A. Sillars, MA. 740 M.

**Turnbull R.C. High School**, St. Mary's Road,  
Bishopbriggs, Glasgow, G64 2ES.  
Desmond W. Ewing, MA.

**Vale of Leven Academy**, Place of Bonhill,  
Alexandria, Dunbartonshire, G83 0TS.  
Duncan T. C. Penny, BSc. 1,550 M.

#### **Glasgow Division (12-18 years)**

**Albert Secondary School**, Mansel Street,  
Springburn, Glasgow, G21 4JL.  
Vacancy. 580 M.

**Allan Glen's Secondary School**, 190 Cathedral Street,  
Glasgow, G4 0ND.  
R. Smith, MA. 530 M.

**All Saints Secondary School**, 21 Scotsburn Road,  
Glasgow, G21 3HX.  
A. Harvey, BSc, DipEd. 760 M.

**Bannerman High School**, Glasgow Road,  
Glasgow, G69 7NS.  
D. S. Alexander, MA, MLitt. 1,600 M.

Strathclyde (*continued*)

**Bellahouston Academy**, 30 Gower Terrace,  
Glasgow, G41 5QF.

I. Macmillan, BSc, MEd, DPA. 1,150 M.

**Bellarmine R.C. Secondary School**,

42 Cowglen Road, Glasgow, G53 6EW.

R. D. Morgan, MA. 1,330 M.

**Cathkin High School**, Whitlawburn, Cambuslang,

Glasgow, G72 8YS.

R. A. Cumming, BSc. 1,550 M.

**Cleveden Secondary School**, 42 Cleveden Road,

Glasgow, G12 0JW.

I. Valentine, BSc. 450 M.

**Colston Secondary School**, 15 Newbold Avenue,

Glasgow, G21 1XB.

J. Henderson, MA. 800 M.

**Craigbank Secondary School**, 36 Damshot Road,

Glasgow, G53 5HW.

A. Stirling. 1,030 M.

**Cranhill Secondary School**, 40 Startpoint Street,

Cranhill, Glasgow, G33 3EF.

John McLaurin, BSc. 1,000 M.

**Crookston Castle Secondary School**, 126 Brockburn

Road, Pollok, Glasgow, G53 5RZ.

A. M. L. Mill, MA, BA. 1,140 M.

**Eastbank Academy**, 20 Academy Street,

Shettleston, Glasgow, G32 9AG.

J. Dalziel, BA. 850 M.

**Garthamlock Secondary School**, 43 Craigievar Street,

Glasgow, G33 5HG.

N. B. Currie, BSc. 750 M.

**Glenwood Secondary School**, 147 Castlemilk Drive,

Glasgow, G45 9UG.

John H. Jardine, MA. 700 M.

**Govan High School**, 12 Ardnish Street,

Glasgow, G51 4NB.

R. Lennie, MA. 750 M.

**Grange Secondary School**, 223 Castlemilk Drive,

Glasgow, G45 9JY.

James Cathcart, MA. 580 M.

**Hillhead High School**, Oakfield Avenue,

Glasgow, G12 8LJ.

Alexander R. Craig, BSc. 660 M.

**Hillpark Secondary School**, 36 Cairngorm Road,

Glasgow, G43 2XA.

D. Welsh, MA. 980 M.

**Holyrood Secondary School**, 100 Dixon Road,

Glasgow, G42 8AX.

Peter Mullen, MA, BA. 1,900 M.

**Hyndland Secondary School**, Clarence Drive,

Glasgow, G12 9RQ.

G. J. Coyle, BSc, MIBiol. 720 M.

**John Bosco R.C. Secondary School**, 50 Wolseley Street,

Glasgow, G5 0HR.

M. J. Graham, BSc, DipEd. 800 M.

**John Paul Academy**, Arrochar Street, Glasgow.  
E. Rafferty, MA. 580 M.

**John Street Secondary School**, 96 Main Street,  
Glasgow, G40 1JP.  
Stewart McLachlan, MA. 470 M.

**King's Park Secondary School**, 14 Fetlar Drive,  
Glasgow, G44 5BL.  
J. Bell, BSc. 1,210 M.

**Kingsridge Secondary School**, 41 Achamore Road,  
Glasgow, G15 8DR.  
Duncan McDiarmid, MA. 700 M.

**Knightswood Secondary School**, 60 Knightswood Road,  
Glasgow, G13 2XD.  
W. Stewart Ross. 880 M.

**Lochend Secondary School**, 80 Lochend Road,  
Easterhouse, Glasgow, G34 0LB.  
K. Arthur, BSc. 530 M.

**Lourdes R.C. Secondary School**, 47 Kirriemuir Avenue,  
Glasgow, G52 3DF.  
Philip McGhee, MA. 1,620 M.

**North Kelvinside Secondary School**, 30-60 Oban Drive,  
Glasgow, G20 6QJ.  
G. M. Murray, BSc. 850 M.

**Notre Dame R.C. High School for Girls**,  
160 Observatory Road, Dowanhill, Glasgow, G12 9LN.  
Miss C. McMeekin, MA. 650 G. (12-18).

**Our Lady and St. Francis' R.C. Secondary School**,  
Charlotte Street, Glasgow, G1 5DN.  
Mrs. A. M. Keegan, MA. 1,000 G.

**Penilee Secondary School**, 11 Craigmuir Place,  
Glasgow, G52 4DL.  
J. Douglas Turnbull, MA. 1,000 M.

**Possilpark Secondary School**, 32 Carbeth Street,  
Glasgow, G22 5PT.  
W. G. Lewis. 640 M.

**Queen's Park Secondary School**, 10 Glenmore Avenue,  
Glasgow, G42 0EJ.  
N. Love, MA. 610 M.

**St. Andrew's R.C. Secondary School**, 47 Torphin  
Crescent, Glasgow, G32 6QE.  
James H. Feeney. 860 M.

**St. Augustine's R.C. Secondary School**,  
190 Liddesdale Road, Milton, Glasgow, G22 7QS.  
C. Toppin, MA. 1,400 M.

**St. Columba of Iona R.C. Secondary School**,  
65 Callander Street, Glasgow, G20 7JZ.  
J. M. Doherty, MA. 450 M.

**St. Gerard's R.C. Secondary School**, 80 Vicarfield Street,  
Glasgow, G51 2DF.  
J. L. McNeill, DA. 750 M.

**St. Gregory's R.C. Secondary School**, 61 Crowlin Crescent,  
Glasgow, G33 3QD.  
J. McGonigal, MA. 1,360 M.



*Strathclyde (continued)*

- St. Leonard's R.C. Secondary School**, 62 Lochend Road,  
Easterhouse, Glasgow, G34 0NY.  
G. McDonald. 620 M.
- St. Margaret Mary's R.C. Secondary School**,  
65 Dougrie Road, Glasgow, G45 9NJ.  
Edward Mullen, MA. 1,240 M.
- St. Mungo's Academy**, Crownpoint Road,  
Glasgow, G40 2RA.  
H. Walker, MA. 750 B.
- St. Pius' R.C. Secondary School**, 45 Cally Avenue,  
Glasgow, G15 7SQ.  
H. Mulholland, MA, BA. 980 M.
- St. Roch's R.C. Secondary School**, 40 Royston Road,  
Glasgow, G21 2NF.  
Felix Porter, HNC(Mech), DipTEd. 1,110 M.
- St. Thomas Aquinas R.C. Secondary School**,  
80 Westland Drive, Glasgow, G14 9PG.  
M. M. Murray, BSc. 850 M.
- Shawlands Academy**, Moss-side Road, Shawlands,  
Glasgow, G41 3TR.  
G. Wilson, MA. 1,480 M.
- Smithycroft Secondary School**, 282 Smithycroft Road,  
Glasgow, G33 2QU.  
J. Milligan, BSc. 880 M.
- Stonelaw High School**, Melrose Avenue,  
Rutherglen, Glasgow, G73 3BP.  
George Sherlaw, MA. 1,040 M.
- Trinity R.C. High School**, Glenside Drive,  
Eastfield, Rutherglen, Glasgow, G73 3LW.  
A. Quigley, BSc. 1,470 M.
- Victoria Drive Secondary School**, Larchfield Avenue,  
Scotstoun, Glasgow, G14 9BZ.  
D. Nicholson, MA. 860 M.
- Waverley Secondary School**, 120 Summerhill Road,  
Glasgow, G15 7LD.  
James B. O. McNair, BSc. 850 M.
- Westwood Secondary School**, 71 Aberdalgie Road,  
Glasgow, G34 9HZ.  
C. M. Campbell, MA. 670 M.
- Whitehill Secondary School**, 280 Onslow Drive,  
Glasgow, G31 2QF.  
R. Hutchinson, MA. 1,120 M.
- Woodside Secondary School**, 147 Berkeley Street,  
Glasgow, G3 7HP.  
P. Morrison, MA, BSc. 750 M.

**Lanark Division (12-18 years)**

- Airdrie Academy**, South Commonhead Avenue,  
Airdrie, Lanarkshire, ML6 6NX.  
C. Smith, MA, MEd. 1,400 M.
- Ballerup High School**, Crosshouse Road, Greenhills,  
East Kilbride, Lanarkshire, G75 9DG.  
J. McDonach, MA. 750 M.

**Bellshill Academy**, Main Street, Bellshill,  
Lanarkshire, ML4 1AR.  
H. M. Tennant, MA. 1,000 M.

**Biggar High School**, John's Loan, Biggar,  
Lanarkshire, ML12 6AG.  
P. N. MacPhail, MA. 600 M.

**Blantyre High School**, Boswell Drive, Blantyre,  
Glasgow, G72 0BL.  
P. D. Moncrieff, BSc, DipEd. 1,160 M.

**Braidhurst High School**, Dalriada Crescent,  
Motherwell, Lanarkshire, ML1 3XF.  
J. S. Miller, MA. 750 M.

**Brannock High School**, Loanhead Road,  
Newarthill, Motherwell, ML1 5AU.  
G. Moncrieff, BSc. 750 M.

**Calderhead High School**, Dyfrig Street, Shotts,  
Lanarkshire, ML7 4DH.  
J. W. Vettese, MA, DipEd. 750 M.

**Caldervale High School**, Towers Road, Airdrie,  
Lanarkshire, ML6 8PG.  
A. H. MacLeod, MA. 1,420 M.

**Cardinal Newman R.C. High School**, Main Street,  
Bellshill, Lanarkshire, ML4 3DW.  
Renato A. R. Equi, BSc. 1,500 M.

**Carluke High School**, Carnwath Road, Carluke,  
Lanarkshire, ML8 4EA.  
Russell Rodger, BSc, MEd. 1,200 M.

**Claremont High School**, High Common Road, St. Leonards,  
East Kilbride, Glasgow, G74 2DA.  
J. Harvie, MA. 1,350 M.

**Coatbridge High School**, Albert Street, Coatbridge,  
Lanarkshire, ML5 3ET.  
J. G. Forsyth, MA. 950 M.

**Coltness High School**, Mossland Drive, Coltness,  
Wishaw, Lanarkshire, ML2 8NA. Camb  
William F. Morton, MA. 670 M.

**Columba R.C. High School**, Wallace Street, Whifflet,  
Coatbridge, Lanarkshire, ML5 4DE.  
John P. Ward, BSc. 1,270 M.

**Dalziel High School**, Crawford Street, Motherwell,  
Lanarkshire, ML1 3AG. I  
K. W. Stirling, MA. 850 M.

**Duncanrig Secondary School**, Alberta Avenue,  
East Kilbride, Glasgow, G75 8HY. Ea  
David L. Cook, MA, BD, PhD. 1,100 M.

**Earnock High School**, Wellhall Road, Hamilton,  
Lanarkshire, ML3 9UE.  
Edwin Hambley, BSc. 1,100 M.

**Garrion Academy**, Castlehill Road, Wishaw,  
Lanarkshire, ML2 0LS.  
William L. Gold, BSc. 1,000 M.

**Hamilton Grammar School**, Auchincampbell Road,  
Hamilton, Lanarkshire, ML3 6PE.  
A. W. Butterfield, JP, MA, DipEd. 1,600 M.

*Strathclyde (continued)*

- Holy Cross R.C. High School**, Muir Street,  
Hamilton, Lanarkshire, ML3 6EY.  
M. J. Fox, MA, MEd. 1,650 M.
- Hunter High School**, Crawford Drive,  
East Kilbride, Glasgow, G74 3YD.  
Thomas Forsyth, MA. 800 M.
- John Ogilvie R.C. High School**, Farm Road,  
Burnbank, Hamilton, Lanarkshire, ML3 9LA.  
R. G. O'Reilly, BSc, MEd. 1,040 M.
- Lanark Grammar School**, Albany Drive,  
Lanark, ML11 9AQ.  
P. Logan, MA. 1,200 M.
- Larkhall Academy**, Cherryhill, Larkhall,  
Lanarkshire, ML9 1QN.  
R. S. Thomson, BSc, CChem, MRIC. 1,600 M.
- Lesmahagow High School**, School Road,  
Lesmahagow, Lanark, ML11 0DL.  
I. Stirling, MA. 750 M.
- Our Lady's High School**, Dalzell Drive,  
Motherwell, Lanarkshire, ML1 2DG.  
J. A. Quinn, BSc. 1,300 M.
- Rosehall High School**, Woodhall Avenue,  
Coatbridge, Lanarkshire, ML5 5DB.  
R. Hutchison, MA. 730 M.
- St. Aidan's R.C. High School**, Waverley Drive,  
Wishaw, Lanarkshire, ML2 7EW.  
Miss R. McDonald, MA, MEd. 1,350 M.
- St. Ambrose R.C. High School**, Blair Road,  
Blairhill, Coatbridge, Lanarkshire, ML5 2EW.  
R. A. Crampsey, MA, ARCM. 1,270 M.
- St. Andrews R.C. High School**, Quarry Road,  
Greenhills, East Kilbride, Glasgow, G75 9JL.  
Thomas Loughran, MA, BA. 820 M.
- St. Bride's High School**, Plattthorn Drive,  
East Kilbride, Glasgow, G74 1NL.  
M. Kelly, MA, BA. 1,010 M.
- St. Margaret's R.C. High School**, Waverley Drive,  
Airdrie, Lanarkshire, ML6 6EU.  
D. A. Fowles, BA. 1,600 M.
- St. Patrick's R.C. High School**, Muirhall Street,  
Coatbridge, Lanarkshire, ML5 3NN.  
J. Smith, OStJ, JP, BSc. 1,450 M.
- Strathaven Academy**, Crawford Street, Strathaven,  
Lanarkshire, ML10 6AE.  
Ian Brown, MA. 850 M.
- Taylor High School**, Carfin Street,  
New Stevenston, Motherwell, ML1 4JP.  
R. Lynas, MA, MEd. 890 M.
- Uddingston Grammar School**, Station Road,  
Uddingston, Glasgow, G71 7DE.  
G. A. Gray, MA. 1,200 M.
- Wishaw High School**, Dryburgh Road, Wishaw,  
Lanarkshire, ML2 7JL.  
S. Barnard, DFC, MA. 850 M.

### **Renfrew Division (12-18 years)**

**Barrhead High School**, Aurs Road, Barrhead,  
Glasgow, G78 2SJ.  
R. Boyd, MA. 1,080 M.

**Camphill High School**, Amochrie Road, Foxbar,  
Paisley, Renfrewshire, PA2 0AG.  
A. Armour, MA, FEIS. 1,030 M.

**Castlehead High School**, Camphill, Paisley,  
Renfrewshire, PA1 2HL.  
James Dickson, BSc. 1,220 M.

**Cowdenknowes High School**, Dunlop Street,  
Greenock, Renfrewshire, PA16 9BJ.  
J. McCallum, BSc. 520 M.

**Eastwood High School**, Capelrig Road, Newton Mearns,  
Glasgow, G77 6NQ.  
Ian G. Macpherson, BSc, DipEd. 1,100 M.

**Gourock High School**, Fletcher Avenue, Gourock,  
Renfrewshire, PA19 1TP.  
R. Welch, MA, BSc. 610 M.

**Greenock Academy**, Madeira Street, Greenock,  
Renfrewshire, PA16 7XE.  
R. K. Campbell, BSc, DipEd, MInstP. 840 M.

**Greenock High School**, Inverkip Road, Greenock,  
Renfrewshire, PA16 0QG.  
H. Kerr, BSc. 770 M.

**Grovepark High School**, Dempster Street,  
Greenock, Renfrewshire, PA15 4NW.  
Duncan Baldwin, BSc. 400 M.

**Gryffe High School**, Bridge of Weir Road,  
Houston, Johnstone, PA6 7EB.  
G. S. Ross, BSc. 750 M.

**John Neilson High School**, Ferguslie, Paisley,  
Renfrewshire, PA1 2QZ.  
R. R. Stewardson, BA. 400 M.

**Johnstone High School**, Beith Road, Johnstone,  
Renfrewshire, PA5 0JN.  
George T. Steele, MA. 1,540 M.

**Linwood High School**, Stirling Drive, Linwood,  
Paisley, Renfrewshire, PA3 3NB.  
James I. D. Clark, MA, EdB. 700 M.

**Mearns Castle High School**, Waterfoot Road,  
Newton Mearns, Glasgow, G77 5RU.  
I. C. Climie, MA. 1,130 M.

**Merksworth High School**, Gockston Road, Paisley,  
Renfrewshire, PA3 2NG.  
D. B. Carnan, MA. 890 M.

**Notre Dame High School**, Peat Road, Greenock,  
Renfrewshire, PA15 4JW.  
J. Irvine, BA, MEd. 970 M.

**Paisley Grammar School**, Glasgow Road, Paisley,  
Renfrewshire, PA1 3RP.  
R. Y. Corbett, MA. 770 M.

Strathclyde (continued)

**Park Mains High School**, Erskine, Renfrewshire, PA8 6EY.

D. B. Smart, MA. 1,400 M.

**Port Glasgow High School**, Marloch Avenue,

Slaemuir, Port Glasgow, Renfrewshire,  
PA14 6PP.

A. M. Young, BSc. 1,240 M.

**Renfrew High School**, Haining Road, Renfrew, PA4 0AN.

A. Macpherson, MA. 1,200 M.

**St. Aelred's High School**, Gleniffer Road, Paisley,  
Renfrewshire, PA2 8NT.

A. Hastings, MA, DipEd. 370 M.

**St. Brendan's High School**, Middleton Road,

Linwood, Paisley, Renfrewshire, PA3 3BE.

J. Ward, BSc. 490 M.

**St. Columba's High School**, Burnside Road,

Gourock, Renfrewshire, PA19 1XX.

James P. Power, MA, BA. 1,120 M.

**St. Cuthbert's High School**, Hallhill Road,

Spateston, Johnstone, Renfrewshire, PA5 0SD.

J. McLoone, BSc, CChem, MRSC. 800 M.

**St. Luke's High School**, Springfield Road, Barrhead,  
Glasgow, G78 2NP.

B. Felletti, MA. 720 M.

**St. Mirin's & St. Margaret's High School**, Renfrew Road,

Paisley, Renfrewshire, PA3 4DX.

G. McKena, BSc, MEd. 910 M.

**St. Ninian's High School**, Eastwood Park,

Rouken Glen Road, Giffnock, Glasgow, G46.

J. McVittie, MA. 1,020 M.

**St. Stephen's High School**, Southfield Avenue,

Bardrainney, Port Glasgow, Renfrewshire.

J. F. O'Hagan, BSc, BA. 1,240 M.

**Sacred Heart High School**, Barrhead Road, Paisley,

Renfrewshire, PA2 7LG.

H. Osborne, BSc. 700 M.

**Stanely Green High School**, Foxbar Road, Paisley,

Renfrewshire, PA2 0RT.

H. Nisbet, MA. 760 M.

**Trinity High School**, Glebe Street, Renfrew, PA4 8TT.

J. A. Dourish, MA. 900 M.

**Williamwood High School**, Seres Road, Clarkston,

Glasgow, G76 7NJ.

Iain McGillivray, MA. 1,100 M.

**Woodfarm High School**, Robslee Road, Thornliebank,

Glasgow, G46 7HG.

J. W. Anderson, MA, MEd. 860 M.

## **TAYSIDE**

### **Dundee Division**

#### **SECONDARY COMPREHENSIVE**

- Craigie High School**, Garnet Terrace,  
Dundee, DD4 7QD.  
Vacancy. 650 M. (12-18).
- Grove Academy**, Camperdown Street,  
Broughty Ferry, Dundee, DD5 3AE.  
K. D. Anderson, MA. 810 M. (12-18).
- Harris Academy**, Perth Road, Dundee, DD2 1NL.  
Vacancy. 1,850 M. (12-18).
- Kirkton High School**, Burn Street,  
Dundee, DD3 0LB.  
B. M. Carson, MA. 900 M. (12-18).
- Lawside R.C. Academy**, School Road,  
Dundee, DD3 8RT.  
Vacancy. 710 M. (12-18).
- Liniathen High School**, Forfar Road,  
Dundee, DD4 8AX.  
Mrs. J. Wilson, BSc, DipEd. 900 M. (12-18).
- Menzieshill High School**, Yarrow Terrace,  
Dundee, DD2 4OW.  
R. K. Miller, BSc. 650 M. (12-18).
- Monifieth High School**, Panmurefield Road,  
Monifieth, Dundee, DD5 4QT.  
H. A. Low, MA. 1,140 M. (12-18).
- Morgan Academy**, Forfar Road,  
Dundee, DD4 7AX.  
J. T. Bewick, MA. 1,150 M. (12-18).
- Rockwell High School**, Lawton Road,  
Dundee, DD3 6SY.  
C. Ewen Robertson, BSc. 670 M. (12-18).
- St. John's High School**, Harefield Road,  
Dundee, DD3 6EY.  
F. B. McCabe, BA. 900 M. (12-18).
- St. Saviour's R.C. High School**, Drungieith Road,  
Dundee, DD4 0JX.  
A. J. Gavin, BSc, DipEd. 720 M. (12-18).
- Whitfield High School**, Berwick Drive,  
Dundee, DD4 0NL.  
P. A. Murphy, MA, MEd. 850 M. (12-18).

### **Angus Division**

#### **SECONDARY COMPREHENSIVE**

- Arbroath Academy**, Glenisla Drive,  
Arbroath, Angus, DD11 5JD.  
A. Johnstone, MA. 990 M. (12-18).
- Arbroath High School**, Keptie Road, Arbroath,  
Angus, DD11 2BB.  
J. J. Whyte, BSc. 1,180 M. (12-18).

Tayside (*continued*)

**Brechin High School**, Brechin, Angus, DD9 6LB.

K. W. Dron, MA, DipEd. 800 M. (12-18).

**Carnoustie High School**, 7 Shanwell Road,

Carnoustie, Angus, DD7 7SS.

J. B. Lacey, MA. 1,070 M. (12-18).

**Forfar Academy**, Taylor Street,

Forfar, Angus, DD8 3LB.

W. F. Bedborough, MA, DipEd(Tech). 1,300 M. (12-18)

**Montrose Academy**, Academy Square,

Montrose, Angus, DD10 8HU.

W. H. Faulkner, BA. 1,100 M. (12-18).

**Webster's High School**, Kirriemuir,

Angus, DD8 5BR.

R. I. Elder, MA. 700 M. (12-18).

K

## SECONDARY—TWO YEAR

**Newtyle School**, Newtyle, Angus, PH12 8UJ.

John B. Buick, BA. 95 M.

## Perth and Kinross Division

### SECONDARY COMPREHENSIVE

**Auchterarder High School**, Auchterarder,

Perthshire, PH3 1BL.

C. Kiddie, BSc. 580 M. (5-18).

Auc

**Blairgowrie High School**, Blairgowrie,

Perthshire, PH10 6PW.

Alex S. Dunlop, MA. 960 M. (12-18).

E

**Breadalbane Academy**, Aberfeldy,

Perthshire, PH15 2DU.

W. Morrison, MA, MEd. 450 M. (12-18).

**Crieff High School**, Crieff, Perthshire, PH7 3RS.

J. Nicol, BSc. 570 M. (12-18).

**Kinross High School**, Kinross, KY13 7AW.

D. C. Reid, MA, MEd. 630 M. (12-18).

**Perth Academy**, Viewlands, Perth, PH1 1NJ.

N. McCorkindale, MA, BSc. 1,520 M. (12-18).

**Perth Grammar School**, Gowans Terrace,

Perth, PH1 5AZ.

D. Bader, MA. 1,410 M. (12-18).

**Perth High School**, Oakbank Road, Perth, PH1 1HB.

I. Agnew, MA. 1,520 M. (12-18).

**St. Columba's R.C. High School**, Malvina Place,

Perth, PH1 5BD.

Thomas Kane, MA. 350 M. (12-18).

### SECONDARY (Four- or Five-year certificate course)

**Alyth High School**, Albert Street,

Alyth, Perthshire, PH11 8AX.

G. W. G. MacGregor, BSc. 200 M. (5-17).

**High School**, Pitlochry,

## ORKNEY

### SECONDARY COMPREHENSIVE (12-18 years)

- Kirkwall Grammar School**, Kirkwall,  
Orkney, KW15 1QN.  
W. P. L. Thomson, MA. 900 M.  
**Stromness Academy**, Stromness,  
Orkney, KW16 3AW.  
D. Sillar, BSc, MEd. 450 M.

### JUNIOR SECONDARY (5-16 years)

- North Walls Secondary School**, Lyness,  
Stromness, Orkney, KW16 3NX.  
J. Eccles. 70 M.  
**Pierowall Secondary School**, Westray,  
Orkney, KW17 2DH.  
N. Cooper, MA. 105 M.  
**Sanday Secondary School**, Sanday,  
Orkney, KW17 2BN.  
Roderick H. F. Thorne. 84 M.  
**Stronsay Secondary School**, Stronsay,  
Orkney, KW17 2AE.  
W. H. Forrest, MA, DipEd. 57 M.

## SHETLAND

### SECONDARY COMPREHENSIVE (12-18 years)

- Anderson High School**, Twageos, Lerwick, Shetland.  
G. Jamieson. 990 M.

### JUNIOR HIGH (5-16 years)

- Aith Junior High School**, Bixter, Shetland, ZE2 9NB.  
W. L. Anderson, BSc. 140 M.  
**Baltasound Junior High School**, Unst, Shetland.  
A. Spence, BSc. 130 M.  
**Brae Junior High School**, Brae, Shetland, ZE2 9QH.  
O. M. Leask, MA. 420 M.  
**Mid Yell Junior High School**, Mid Yell,  
Shetland, ZE2 9BN.  
A. Thomson, MA. 110 M.  
**Sandwick Junior High School**, Sandwick,  
Shetland, ZE2 9HH.  
G. B. Irvine, BSc. 200 M.  
**Scalloway Junior High School**, Scalloway,  
Shetland, ZE1 0TN.  
J. A. W. Fraser, MA, FEIS. 290 M.  
**Symbister House Junior High School**,  
Whalsay, Shetland, ZE2 9AQ.  
A. J. Williamson, BSc. 200 M.



## WESTERN ISLES

### SECONDARY COMPREHENSIVE

**Back Secondary School**, Back, Isle of Lewis.

A. MacDonald, MA. 220 M. (5-14).

**Bayble Secondary School**, Isle of Lewis,  
PA86 0PX.

D. J. MacPhail, BSc. 160 M. (5-14).

**Castlebay School**, Castlebay,

Isle of Barra, PA80 5XD.

J. Campbell, MA. 240 M. (5-16).

**Daliburgh School**, Lochboisdale,

Isle of South Uist, PA81 5SS.

T. J. Rankin, MA. 250 M. (5-16).

**Eriskay Secondary School**, Isle of Eriskay,

South Uist, PA81 5JJ.

J. A. Harrison, BEd. 43 M. (5-14).

**lochdar Secondary School**, Lochboisdale,

Isle of South Uist, PA81 5RQ.

P. Madill, MA. 220 M. (5-16).

**Leurbost Secondary School**, Crossbost,

Isle of Lewis, PA86 9NS.

M. Morrison, BSc. 80 M. (5-14).

**Leverhulme Memorial School**, Leverburgh,

Isle of Harris, PA83 3TS.

J. G. Johnstone, BSc. 60 M. (5-14).

±**Lewis Castle Day School**, Stornoway,

Isle of Lewis, PA86 0XR.

M. Mackay, BSc. 175 M. (14-16).

**Lionel Secondary School**, Port of Ness,

Isle of Lewis, PA86 0XB.

I. D. MacIver, MA. 145 M. (5-14).

±**Nicolson Institute, The**, Springfield Road,

Stornoway, Isle of Lewis, PA87 2PZ.

E. Young, MA. 1,420 M. (12-18).

**Paible Secondary School**, Bayhead,

Lochmaddy, Isle of North Uist, PA82 5DX.

D. MacDonald, MA. 200 M. (5-16).

**Scalpay Secondary School**, Isle of Scalpay,

PA84 3XU.

D. J. Morrison, MA. 60 M. (5-14).

**Shawbost Secondary School**, Shawbost,

Isle of Lewis, PA86 9BQ.

D. R. A. MacLeod, MA. 100 M. (5-14).

**Sir E. Scott School**, Harris,

Isle of Harris, PA85 3BG.

D. Murray, MA. 200 M. (5-16).

**Uig School**, Isle of Lewis, PA86 9JE.

Mrs. E. Hay, MA. 50 M. (5-14).

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## **APPENDIX B.**



REPORT  
OF THE  
SCOTTISH CENTRAL COMMITTEE ON GUIDANCE  
TO THE  
COMMITTEE ON SECONDARY EDUCATION

## FOREWORD

In approving this report on behalf of the Consultative Committee on the Curriculum (CCC) for publication as a Discussion Paper, the Committee On Secondary Education (COSE) warmly commends the general principles on which the Central Committee has based its recommendations. It is hoped that the paper will be widely studied and discussed in education authorities, schools and colleges.

It will be of interest to elected members, school councils, social work departments and a variety of other bodies as well as to all members of staff of schools.

Comments on the general principles and the recommendations will be welcomed by the CCC. These should be addressed in the first instance to:

*Mr A Naylor  
Secretary/Development Officer  
Scottish Central Committee on Guidance  
Scottish Curriculum Development Service  
Jordanhill College of Education  
Southbrae Drive  
Glasgow G13 1PP*

by Friday 29 April 1983.

Meanwhile the present Scottish Central Committee on Guidance has been invited to continue its work with an extended remit for a further two years until Autumn 1984. One of its tasks will be to review the general principles and recommendations of its report in the light of comments received. Thereafter the CCC will consider whether there is sufficient consensus to warrant an approved statement of policy with recommendations for development.

## PREFACE

### 1 The remit

SCCG was given the following remit:

Within the terms of reference of the CCC and reporting to the Committee on Secondary Education:

- i to examine and clarify the role of Guidance as a whole school function including the specialist role of guidance staff and the relationship between guidance and the curriculum;
- ii to consult with the Committee on Primary Education (COPE), with the Committee on Special Educational Needs (COSPEN), with CCC Committees generally and with other agencies as appropriate;
- iii to undertake other tasks as directed by COSE.

#### Specific Tasks within Remit

- i to report to COSE on item i of the general remit not later than one year from the date of the Committee's first meeting;
- ii to formulate, in the light of the preliminary report and in discussion with COSE, further specific tasks which might be undertaken subsequently.

### 2 The work of the committee in its first year

We met for the first time in October 1981 and subsequently six further meetings of the full committee were held including a two-day residential meeting at Middleton Hall. In the course of the year a number of sub groups were set up whose reports provided much of the raw material for discussion in the full committee.

It was apparent very early in the life of the committee that the scope of the remit and the limited time available would make consultation beyond the committee largely impractical. This has turned out to be the case and the report has had to be produced without the benefit of dialogue with outside bodies or individuals.

During the course of the year we have been able to respond to only a small proportion of the requests for observation and comment which came to us from other bodies. We have also taken part in a joint investigation with representatives of the Careers Service Advisory Council into Careers Service provision in schools.

The committee is very conscious that a great many issues have had to be left unexplored or touched on only briefly and often inadequately. The scope of our work has been constrained by pressure of time and the requirements of the remit. Nevertheless it is hoped that the report will form a basis for fruitful discussion in COSE on guidance and guidance related issues.

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## MEMBERSHIP OF SCCG

<i>Mr T J McCool (Chairman)</i>	<i>Divisional Education Officer Renfrew Division, Strathclyde Regional Council</i>
<i>Mr T Ashton</i>	<i>Lecturer in Counselling and Guidance Aberdeen College of Education</i>
<i>Mr W Bremner</i>	<i>Principal Teacher (Guidance) Wester Hailes Education Centre, Edinburgh</i>
<i>Mr I Jardine (from May 1982)</i>	<i>Assistant Director of Education Grampian Regional Council</i>
<i>Miss M Kirkwood</i>	<i>Assistant Head Teacher Peterhead Academy</i>
<i>Mr J McAlpine (from September 1982)</i>	<i>HMI</i>
<i>Miss M McDonald</i>	<i>Assistant Head Teacher St Margaret Mary's Secondary School, Glasgow</i>
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<i>Mr A S McKenzie</i>	<i>Rector, Inverkeithing High School, Fife</i>
<i>Mr J M Maddock</i>	<i>Principal Teacher (Guidance) Ballerup High School, East Kilbride</i>
<i>Miss P Menmuir</i>	<i>Assistant Head Teacher Craigie High School, Dundee</i>
<i>Mr A Naylor (Secretary/Development Officer)</i>	<i>Lecturer in Educational Science (Guidance) St Andrew's College of Education, Bearsden</i>
<i>Mr J Picken (until August 1982)</i>	<i>HMI</i>
<i>Mr A Ritchie (until January 1982)</i>	<i>Senior Education Officer, Argyll &amp; Bute Division Strathclyde Regional Council</i>
<i>Mrs F Robertson</i>	<i>Professional Tutor, Telford College of Further Education, Edinburgh</i>
<i>Mr D Sweeney</i>	<i>Depute Head Teacher St Luke's High School, Barrhead</i>
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*The committee acknowledges the help of HMCI Mr L Clark.*

## INTRODUCTION

The Orange Paper, "Guidance in Scottish Secondary Schools", HMSO 1968, and the subsequent HMI Progress Report of the same title, published 1976, remain until the present time the most clearly defined and accepted statements on the function of guidance in the Scottish secondary school. SCCG has recognised from the outset that the key principles of these reports have shaped the development of guidance in Scottish schools since 1968. In defining guidance as "the taking of that personal interest in pupils as individuals which makes it possible to assist them in making choices or decisions"<sup>1</sup>, the Orange Paper stated clearly that guidance was for all pupils, not simply for pupils with problems. Three main areas were distinguished in which help in making choices or decisions was necessary: curricular, vocational and personal. Different models of guidance organisation were described but each had a common aim - to ensure that every pupil was known as an individual by one member of the guidance staff who had a special and continuing responsibility for that pupil. The intention was not to divide teachers into two mutually exclusive groups. Subject teachers were still to take a personal interest in their pupils and guidance staff would continue to teach in order to maintain wider contact with pupils and experience of the classroom. On principles such as these for more than a decade, schools have shaped their guidance provision.

2 The Orange Paper and the Progress Report were written in circumstances in many ways very different to those of the present time. At that time vocational guidance was set against a background of plentiful and varied employment opportunities; personal guidance was set in the context of the large secondary school; curricular guidance was defined in the context of recently established comprehensive education and before the publication of the Munn and Dunning Reports. For these reasons, among others, therefore, the function of guidance as defined in the Orange Paper and the HMI Progress Report is in need of re-assessment.

3 In the preparation of this report to COSE, SCCG has begun the process of re-assessment by attempting to examine the role of guidance, the responsibilities of guidance staff and the relationship between guidance and the curriculum in the very different social, economic and educational context of the 1980s. In particular, we have recognised the need to relate this to the secondary school shaped by a number of significant reports including the Munn<sup>2</sup>, Dunning<sup>3</sup>, Pack<sup>4</sup> and Warnock<sup>5</sup> Reports. We have taken account of, among other papers, SED Reports on "Pupils with Learning Difficulties" HMSO 1978, "Health Education in Schools" HMSO 1974 and the subsequent HMI Progress Report "Health Education in Primary, Secondary and Special Schools in Scotland" HMSO 1979; the DES (Wales) Report "Pastoral Care in the Comprehensive Schools of Wales" HMSO 1982; the MSC documents,

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1 "Guidance in Scottish Secondary Schools" HMSO, 1968 paragraph 2.

2 "The Structure of the Curriculum in the Third and Fourth Years of the Scottish Secondary School" HMSO, 1977.

3 "Assessment for All" HMSO, 1977.

4 "Truancy and Indiscipline in Schools in Scotland" HMSO, 1977.

5 "Special Educational Needs" HMSO, 1978.

"A New Training Initiative - An Agenda for Action", 1981 and "Youth Task Group Report", 1982; the COSLA and SCRE reports on discipline and corporal punishment - "Discipline in Scottish Schools" COSLA 1981 and "Making the Change" SCRE 1981. We have taken note of developments in other parts of the CCC structure, in particular the Education for the Industrial Society Project, the Education 10-14 Programme and CCC and other projects on social education.

1.4 We recognise that there are common themes running through these reports. Among the most significant are:

- concern for the needs of the individual;
- the importance of a relevant and appropriate curriculum;
- the necessity for whole school strategies;
- the need for an extended professional role for all teachers.

SCCG supports these lines of development in education and the implicit recognition of the importance of guidance.

1.5 Munn, Dunning and Pack made specific references to guidance. The Munn Report reinforced one of the key principles of the 1968 Orange Paper.

"The responsibility for guidance is by no means restricted to the guidance staff: all teachers have a part to play"<sup>6</sup>.

The Dunning Report drew attention to the relationship between guidance and assessment

".....in guidance of individual pupils, a wide range of assessments can play a part for prognostic purposes. Curricular and vocational guidance required detailed evidence on particular achievements and attributes in order to help each pupil to make the important decisions about his or her future education or career"<sup>7</sup>.

*SCCG has extracted these statements as examples of an awareness in these reports of the importance of guidance and is concerned that the guidance related aspects receive the attention and resources which they deserve in the Munn and Dunning Development Programme.*

*It is from the Pack Report, however, that SCCG identifies a statement of principle which has influenced its deliberations. It is that "the organisation, curriculum and staffing structure of a school should be designed to accord with the ideas of a caring society and should meet its requirements for all pupils insofar as this is possible"<sup>8</sup>.*

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6	Munn	8.13
7	Dunning	2.5
8	Pack	1.24

## 2 THE CONTEXT OF GUIDANCE : THE SCHOOL AS A CARING COMMUNITY

2.1 We are of the view that the school should be a caring community but accept that the term needs definition. Caring is more than intuitive feelings of concern or sympathetic attitudes of teachers for pupils. In a school situation caring must be focussed on pupils as individuals. Despite differences between particular schools it is considered that there are general features which are shared by schools which are caring communities. These include:

- a) that they recognise that education is not simply a preparation for the future. It also helps young people to live in the present;
- b) that the school has a responsibility for promoting the social and personal, as well as the intellectual development of pupils;
- c) that all pupils are entitled to an equitable share of school resources;
- d) that they recognise the central role of parents in the upbringing of their children and therefore the need to establish a close relationship with the home;
- e) that the fostering of constructive links with other agencies in the community is encouraged;
- f) that they offer opportunities for pupils to exercise concern and care for each other, for the school environment, for teachers and for the wider community;
- g) that the creation of effective learning environments is recognised as a vital expression of a caring philosophy. Sound lesson preparation, regular and constructive correction of pupil work, worthwhile pupil activity, systematic record-keeping, punctuality, the model of social behaviour exhibited by the teacher and the maintenance of a positive framework of discipline are all important in this regard.

2.2 *SCCG recognises that the analysis of the school as a caring community has implications for all staff; all staff, teaching and non-teaching, through their attitudes and behaviour, contribute to the creation and maintenance of a school ethos.*

*Teachers who show a high degree of care are more likely to hold positive expectations of pupils, to offer consistent encouragement and to trust pupils to act with maturity and responsibility.*

*It is at this fundamental level that the term "guidance as a whole school function" first comes to have meaning. Care and concern are the shared responsibility of all staff including non-teaching staff; they are not the exclusive prerogative of specially-appointed guidance teachers.*



3

## THE ORGANISATION OF GUIDANCE IN THE SECONDARY SCHOOL

3.1

Within a positive, caring ethos, it is still necessary to organise systematic and specific guidance provision if certain pupil needs are to be met. Pupils and their parents need assistance in coping with the important transition stages in their progress from primary school to the world beyond the secondary school; they need help in making choices or decisions whilst in secondary school, whether these concern courses of study, careers or other matters; they need help in assessing their progress and development throughout their secondary education; and they need help in coming to terms with the demands placed upon them by a society and culture characterised by rapid economic, social and technological change. The introduction of specialist guidance staff into secondary schools has enabled schools to become more responsive to these needs.

3.2

### Guidance Objectives

*SCCG considers that the guidance policy of a school could be expected to encompass the following objectives:*

- to ensure that each child knows and is known personally and in some depth by at least one member of staff;
- to identify and respond quickly and appropriately to the specific needs of the individual;
- to foster the development of good relations between teachers and pupils;
- to collaborate with the home regarding all aspects of pupil development;
- to help the child to be aware of his own development and to accept responsibility for it;
- to co-ordinate consideration of the pupil's personal, social and intellectual development;
- to liaise with support and welfare services where appropriate;
- to systematise and make effective the recording and communication of information relevant to the welfare of individual pupils;

The organisation of every school has to be examined against these objectives each of which is important.

### 3.3 Forms of Guidance Organisation

Schools have adopted a variety of approaches in the involvement of staff in the guidance work of the school. The following table represents a spectrum of possible forms of guidance organisation.

(A)	(B)	(C)	(D)	(E)
Promoted Guidance staff solely responsible for all guidance.	Promoted Guidance staff mainly responsible for guidance but other teachers have a responsibility for drawing attention of promoted guidance staff to the needs of individual pupils.	Promoted Guidance staff share responsibility with first level guidance teachers <sup>1</sup> who are encouraged to develop the pastoral potential of their role.	Promoted Guidance staff train, support and manage teachers who are responsible for guidance.	Small teams of staff are responsible for all aspects of the education of groups of children. Guidance staff are either members of the teams or trained specialists.

Historically, the forms of guidance organisation outlined in A and B were commonly adopted by schools. More recently there has been a discernible shift in emphasis in the direction of the form of organisation described in C. A few Scottish schools have forms of guidance organisation similar to that outlined in D and one school, at least, is moving towards the approach described in E.

*SCCG is of the view that the move from A and B towards C is desirable and consistent with the philosophy of guidance as a whole school function.*

*The Committee considers that a study of those schools implementing forms of organisation described in D and E should be undertaken to provide evidence for or against their desirability and practicability.*

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<sup>1</sup> The role of first level guidance teacher is defined in para. 3.4.

### 3.4 The First Level Guidance Teacher

SCCG has adopted the term 'first level guidance teacher' to identify it as a significant development of the role of form teacher or register teacher. The role of first level guidance teacher, through regular daily contact with a known group of pupils, provides opportunities for teachers to observe the general health, behaviour and progress of pupils, to accumulate knowledge about the home background of pupils and to develop more informal relationships than those normally associated with subject teaching situations. SCCG recognises that a whole school approach to guidance requires that encouragement should be given to developing the pastoral potential of this role. The first level guidance teacher's regular contact with pupils and knowledge of them should help him to develop a sensitivity to pupils' views and create an awareness of the particular stresses and strains that pupils are experiencing. For this reason, the first level guidance teacher is in a position to offer consistent and regular encouragement and support to pupils and to co-operate with specialist guidance staff in ensuring that pupil needs attract an appropriate school response. He is also in an excellent position to interpret the school and its policies to pupils and to feed back impressions or views gained from them to school management and guidance staff.

*SCCG believes that there is a significant role in guidance for the teacher who has regular daily contact with a group of pupils. We regard the role of this first level guidance teacher as important in a whole school approach to guidance and see a requirement for training and support from specialist staff.*

### 3.5 The Extended Guidance Team

A feature of guidance practice as it has developed in Scotland has been the emphasis which schools place on the idea of guidance teamwork. Regular meetings of guidance staff help to foster a sense of group identity and a team spirit. A significant extension of this approach is 'the extended guidance team' a concept which we recognise is clearly central to guidance as a whole school function. It implies the involvement of wide range of people, in a formal and structured manner, in the task of helping the school to achieve its educational and social objectives for its pupils. The extended guidance team embraces the whole staff and certainly includes the promoted guidance staff, the first level guidance teacher, the contributors to the Social Education programme and members of the senior promoted staff. Outwith the school, major agencies involved in the extended guidance team include Social Work,

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- 2 *Because registration has been regarded largely as a clerical task it has proved susceptible of computerisation. SCCG's view of the first level guidance teacher is such however that the introduction of systems of computerised registration does not diminish the role.*

the Careers Service, the Attendance Service (where such exists), Child Guidance and the Health Service. Since the idea of the extended guidance team assumes a greater diffusion of responsibility for guidance in the school, the importance of management becomes vital in formally linking the work of specialist guidance staff and other members of the extended guidance team.

### 3.6 The Promoted Guidance Teacher: Principal Teacher (Guidance) and Assistant Principal Teacher (Guidance)

It is easier to distinguish between the roles of first level guidance teacher and Principal Teacher (Guidance) and between Principal Teacher (Guidance) and Assistant Head Teacher, than it is between Principal and Assistant Principal Teacher (Guidance). The roles of Principal Teacher (Guidance) and Assistant Principal Teacher (Guidance) are complex and varied requiring a high degree of commitment, expertise and training. The broad areas of responsibility which these posts involve can be summarised in general terms as knowing and being known by the pupils in their charge; contacting and communicating with parents; collaborating with external agencies in the interests of pupils; liaising with subject teachers; supporting and training first level guidance teachers; record-keeping and reporting.

### 3.7 The promoted guidance teacher, traditionally, bears delegated responsibility for the care of a group of pupils, each of whom should know and be known to him, individually. The logic of this is that the involvement of the promoted guidance teacher should begin before the pupil enters secondary school, through guidance staff participation in primary/secondary liaison. This involvement should then be continued in secondary school through individual or group interviews, where appropriate, and other shared informal activities.

*There are at present various means of assigning promoted guidance staff to groups of pupils. SCCG considers that careful consideration should be given to the advantages of those forms of guidance organisation which maximise continuity of responsibility.*

### 3.8 Establishing and maintaining contact with the pupil's home regarding all aspects of his school development is a crucial aspect of the role of the promoted guidance teacher. This involves encouraging and welcoming parental contact through parents' meetings, surgeries and individual interviews as well as through reports. Occasionally guidance staff are involved in home visiting and it is recognised that there are conflicting views on this issue among guidance staff.

*SCCG believes that home visiting by guidance staff is an area worthy of further research.<sup>3</sup>*

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3 *The Committee is aware of the positive outcomes which have resulted from the appointment of Home Visiting teachers under Circular 991.*

3.9 Part of the role of the promoted guidance teacher is to establish constructive links with other professions concerned with the welfare of pupils and work closely with them when the interests of pupils are at stake. Personal contact is important in order to get beyond stereotyped views which teachers and members of these professions often have of each other. We recognise however that such contacts are not easy due to the limited non-teaching time of the promoted guidance teacher and timetabling constraints. (See paragraph 3.17)

3.10 The promoted guidance teacher is responsible for the systematic recording of all information relevant to the progress and welfare of individual pupils. This means being in a position to table reports on pupils at any stage of their secondary education if required. Reporting and record-keeping raises the specific issue of confidentiality particularly when the general movement in society is towards more open access to information on the part of the individual.

*SCCG recognises that confidentiality can be a contentious issue between schools and the community, and often, within schools themselves, between promoted guidance staff and other teachers. Questions of access to and verification of records present major problems and the issues involved require thorough examination.*

3.11 *SCCG endorses the role of the promoted guidance teacher as one of knowing and being known by the pupils in his charge; contacting and communicating with parents; collaborating with external agencies in the interests of pupils; liaising with subject teachers; supporting and training first level guidance teachers; record-keeping and reporting. Increasingly an important aspect of the role is that of co-ordination, linking those with a shared interest in the individual pupil. The Committee recognises that the promoted guidance teacher has an important role in helping to shape school policy in areas such as curriculum, assessment and learning difficulties.*

3.12 It is difficult to draw a distinction in terms of role analysis between the Principal Teacher (Guidance) and the Assistant Principal Teacher (Guidance). Job specifications for the post of the Assistant Principal Teacher (Guidance) are often only distinguishable from those of the Principal Teacher (Guidance) in terms of the number of pupils assigned. It is important that pastoral care should be an essential element of the role of both Principal Teacher (Guidance) and Assistant Principal Teacher (Guidance). Equally, it is inappropriate for the Assistant Principal Teacher (Guidance) to be given a case load or level of responsibility which is equivalent to that of the Principal Teacher (Guidance).

*SCCG considers that the post of Assistant Principal Teacher (Guidance) has value in offering opportunities to teachers who show aptitude for the specialist guidance role to become acquainted with the range of work involved without having to assume the full responsibilities of a Principal Teacher (Guidance).*

### 3.13 The Management of Guidance

Ultimate responsibility for guidance lies with the Head Teacher whose overall positive attitude to guidance is crucial to its successful development. Delegated responsibility for the management of guidance can be structured in various ways within the senior management team. In the early 1970s, it was common to find an Assistant Head Teacher with specific responsibility for guidance in secondary schools; more recently, this kind of appointment has in many schools been replaced by a role specification which covers specific areas of the school (eg, Upper, Middle or Lower) and a range of activities within these (eg, Curriculum, Administration and Guidance). The widening of the role of the Assistant Head Teacher away from the specialised guidance remit, has been accentuated by the effect of falling rolls. The consequent reduction in the number of available posts at Assistant Head Teacher level is requiring schools to reconsider management structures. The form of organisation in which more than one Assistant Head Teacher shares responsibility for guidance management usually over an area of the school, has been seen as having a positive value in avoiding the potentially dichotomous situation in which Guidance and the Curriculum are regarded as separate entities. At the same time, it provides the opportunity for individual Assistant Head Teachers to gain experience of a fuller range of school responsibilities. There is substance in this argument for there can be the danger that the Assistant Head Teacher (Guidance) is consigned to a narrow role in the school. The major drawbacks, however, when guidance management is shared by more than one Assistant Head Teacher, are that the locus of responsibility for overall guidance policy becomes less certain, the co-ordination of guidance effort throughout the school is made more difficult and there is the danger that guidance aspects of the role are given less attention than the other areas of responsibility. The case for and against the post of Assistant Head Teacher (Guidance) is finely balanced; the pressures upon school management, however, have to be recognised. Many small and middle sized schools, for example, do not have a senior management complement that would enable them to allocate a single responsibility, whether for guidance or whatever, to one Assistant Head Teacher.

*SCCG considers therefore that in schools with an effective freedom of choice in the manner in which guidance responsibilities are assigned, careful assessment of the strengths and weaknesses of these different approaches should be made. In schools where guidance as a shared responsibility proves to be the most appropriate form of organisation, it is considered that responsibility for some degree of overall co-ordination of guidance in the person of one member of the management team is essential.*

- 3.14 *Whether the Assistant Head Teacher's responsibility for guidance covers the whole school or part of the school, SCCG considers that his contribution to the management of guidance remains essentially the same. It lies in formulating aims and policies in guidance, in organising and structuring guidance activities, in providing leadership to the team of specialist guidance teachers for whom he is made responsible, and in promoting and representing guidance interests in the school.*

In organising and structuring guidance activities, the Assistant Head Teacher bears responsibility for, among other aspects, determining priorities, establishing effective guidance procedures, ensuring that responsibilities are specified clearly in writing and properly undertaken, ensuring that systematic pupil records are maintained, and for evaluating the guidance work of the school systematically and on a regular basis. In providing leadership to the team of specialist guidance staff, the Assistant Head Teacher must offer support and training and, at the same time, encourage consultation and participation in guidance policy. Representing and promoting guidance interests in the school is a continuous responsibility for the Assistant Head Teacher involving circulation of information, initiation and development of new schemes, keeping all staff informed of guidance developments in the school and the organisation and implementation of programmes of in-service training in guidance.

### 3.15 The Full-Time Guidance Specialist

Since the introduction of guidance into Scottish secondary schools there has been discussion about whether all staff involved in guidance should be required to teach for a large proportion of their time or whether there is a place for a non-teaching guidance specialist in the school. The argument for such a specialist rests on the assertion that there are co-ordinating and developmental functions which need to be performed within any effective guidance system and that these functions require a high level of expertise and time. Such functions can be defined as responsibility for the counselling process within the school, responsibility for the development and co-ordination of the guidance programme as a structured part of the formal and informal curriculum of the school and responsibility for staff development. Each of these is an important function which can be seen to be performed, at present, in schools in Scotland in some measure by Head Teacher, Senior Management, Guidance Staff or attached Social Work specialists. There is, however, an argument that the high level of expertise that these tasks demand might be more suited to a full-time specialist, a form of Guidance Consultant, with appropriate training in the skills of counselling and with sufficient time to carry out the responsibilities.

*SCCG, while recognising the difficulties in integrating such a guidance specialist into present forms of school organisation in Scotland, would welcome experiment in this area in individual schools.*

### 3.16 The Training of Guidance Staff

We are aware of the need for appropriate and systematic training in guidance. We are aware also of the criticism in the Pack Report in 1977 "that the present voluntary nature of training for guidance staff is unsatisfactory. This lack of training reduces the credibility of guidance staff in the eyes of many of their colleagues and the general public"<sup>4</sup>. The main training agencies in Scotland are the local authorities through their Advisory Service or Guidance Panels and the Colleges of Education. The pattern of training courses provided by the Colleges of Education is well documented in the 1981 NACOG report<sup>5</sup>. We recognise the value of work being done in this area at present. Basic courses offered by local authorities and Colleges of Education provide a significant training resource in introducing teachers, many of whom may never hold promoted posts in guidance, to guidance work and guidance skills. Certificate courses offered by five Colleges of Education presently offer the most significant access to training for many guidance staff. School based programmes have shown considerable success particularly when drawn up in co-ordination with external agencies on a local basis and tailored to meet the specific needs of schools. School-focussed courses such as the Joint Colleges/Strathclyde<sup>6</sup> course have taken the initiative in providing training of a very high standard for guidance teams. Nevertheless, at a national level, this pattern of training does not completely answer the Pack Report criticism that the voluntary nature of training of guidance staff is unsatisfactory.

*SCCG believes that all teachers should have appropriate guidance training. Consideration should be given to the training requirements of the first level guidance teacher, promoted guidance staff and senior management in the school and to the balance between pre-service and in-service provision.*

### 3.17 Relationships with External Agencies

We recognise that much remains to be done to close the gap that leads schools, support services and external agencies to entertain unrealistic expectations of each other. There is an onus on schools to respect the aims, functions and responsibilities of the various external agencies with which they work, and ensure that these agencies have a comprehensive grasp of the structure, objectives and operational arrangements of schools in general, and guidance systems specifically.

4 Pack 5.8

5 *"The Development of Guidance Training in Scotland" - Report of the National Advisory Committee on Guidance, 1981.*

6 The course has been offered to schools in Strathclyde Region since 1979. It is planned and organised jointly by Jordanhill College of Education, St Andrew's College of Education, Bearsden and Strathclyde Region.



The Committee, in drawing attention to the value of personal contact recognises that guidance staff inevitably, as a result of their teaching responsibilities have difficulty in going out to meet other professional staff during the school day.

*Where appropriate and possible, therefore, consideration should be given to the kind of arrangements which enable schools to make more effective use of the available expertise. The involvement of Child Guidance staff in schools on a regular basis is a practice which can effectively establish the school psychologist as a vital counselling element in the school's approach to guidance.*

- 3.18 The Pack Report, in considering more effective ways of providing social work assistance to schools, recommended "that social workers should be appointed to work in schools in which a substantial number of pupils present problems that are likely in one way or another, to come to the attention of the social work department"<sup>7</sup>.

*SCCG having given consideration to the arguments for and against school-based social workers, sees much to commend this approach. The advantages associated with such an arrangement - readily available assistance, ease of referral, and an increased awareness by social workers of the child in the school setting - are of significant value.*

### 3.19 Evaluation of Guidance Practice

Staff development is becoming progressively more important for guidance work as much as any other aspect of the school. Central to this is the systematic and regular evaluation of the guidance work of the school in the light of changing circumstances, in many parts of the country accentuated by the effect of falling rolls. The Committee is aware that this is an area where guidance staff may require help in evolving techniques in personal assessment of their work. One approach is to encourage each member of the guidance team to submit an annual report on his guidance work related to the understood objectives of the post which is held. Such reports then form the basis of a more general review of the year's progress by the whole guidance team, where appropriate in conjunction with the major external agencies.

*At the same time SCCG recognises that there will be a continuing need to offer support in this direction by, among other means, the identification of examples of good practice in this aspect of self-assessment and evaluation.*

### 3.20 The Effect of Falling Rolls

A factor of considerable and immediate significance for guidance organisation in schools in many areas of Scotland is the effect of falling rolls and the consequent reduction in the number of guidance staff. The coincidence of this reduction in posts with a period of increased demand on guidance staff resulting from developments such as the widening of curricular options and new forms of assessment is causing in many schools at the present time a fundamental review of existing guidance structures. Vertical and horizontal systems are being examined closely for their suitability under new conditions. There is the temptation for schools to opt for Assistant Principal Teacher (Guidance) posts rather than Principal Teacher (Guidance) posts in an effort to keep up numbers. We are aware of the need for fuller investigation of how schools are coming to terms with these pressures, while at the same time recognising that the Assistant Head Teacher and guidance staff complements suggested in the 'Green Paper' and the 'Red Book'<sup>8</sup> may no longer be appropriate for the secondary school operating in the much changed conditions of the 1980s. The width and the inflexibility of the roll bands at present allow circumstances to arise in which a small reduction in school roll can result in the loss of three posts simultaneously. A case can be made for an element of sophistication and flexibility in staffing standards for guidance posts, so that account can be taken of the wide variation in conditions within schools in different areas.

*SCCG considers that there is an urgent need to investigate the impact of falling rolls on the function of guidance in Scottish secondary schools including the appropriateness of the standards for the allocation of promoted posts, the organisation of guidance systems and trends in the balance of numbers between posts of Principal Teacher (Guidance) and Assistant Principal Teacher (Guidance). There is a need, also, to disseminate information, including case studies, to assist schools to make the transition.*

- 3.21 The Committee recognises, nevertheless, that although the period of roll decline introduces difficult problems of adjustment its effects are not all negative. If the transitional period is properly managed and planned, the smaller school may have some advantages to offer. It is easier to develop a feeling of community in smaller schools; time and energy do not require to be expended to the same extent in the creation of organisational arrangements for breaking the school down into manageable units, and because of the opportunity which the small school gives teachers for getting to know a larger proportion of pupils as individuals, the pastoral interest of all teachers can in fact be heightened.

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8 'Green Paper' - "The Structure of Promoted Posts in Secondary Schools in Scotland". HMSO, 1971 Chapter 4

'Red Book' - "Secondary School Staffing" HMSO, 1973 Table 4.1

## 4 GUIDANCE AND THE CURRICULUM

- 4.1 There is an essential and very special relationship between guidance and the curriculum. If it can be argued that the curriculum as represented through subject teaching, tends to concentrate more on the intellectual and aesthetic aspects of education, and guidance is often more concerned with personal and social development, in our view it is important to recognise that all of these needs are inter-dependent. If young people are to develop, personally, as fully as possible, then everyone in education ought to be concerned with all of these needs. This does not mean that everyone will be concerned with these needs to the same extent. Some teachers will be more expert at helping pupils with cognitive needs; others will be more skilful in other areas. Unfortunately, teachers have often restricted themselves to a narrow range of activity which has led in some instances to a conflict between guidance and subject teaching and the attitude that guidance should be left to the guidance specialist and is no concern of the subject teacher.

*SCCG supports the integrated view - both teaching and guidance are central to the purposes of the school and both are part of the learning process.*

- 4.2 As a key to exploring the relationship between guidance and the curriculum, we consider it useful to differentiate between two aspects of this relationship - what can be described as guidance on the curriculum and guidance within the curriculum. Guidance on the curriculum is concerned with the process by which a pupil and his parents are helped to reach decisions about courses he will follow at certain points in his school career, with those steps taken by the school to smooth over discontinuities in the educational experiences of pupils and with the process of collecting and collating information and reviewing pupil performance so that help may be provided where necessary. Guidance within the curriculum is concerned with the potential of the classroom situation as a medium of guidance through the hidden, informal and formal curricula.

### 4.3 Guidance on the Curriculum

*SCCG believes there are many transition points in the education of the individual pupil when guidance on the curriculum is important.*

In helping pupils through these transition points, the problem is not necessarily to eliminate the discontinuities which are, after all, part of the reality of living but to manage them in such a way that pupils cope with them. Although many pupils do effect the transition from stage to stage without any great difficulty, it is a responsibility of the school to ensure that where the demands made of pupils noticeably change in character, pupils are made fully aware of the implications of the change.

4.4

The Committee believes that the transition from primary to secondary school should be as smooth as possible.

*Within the CCC structure, primary-secondary liaison is part of the concerns of the Education 10-14 Programme and SCCG considers that the Programme Steering Group should pay heed to the guidance aspects.*

4.5

Within the secondary school, the obvious transition points are between S2 and S3, S4 and S5, and S5 and S6. In certain areas of the country, transition from S2 to S3 and from S4 to S5 may also involve transition from one school to another. Whereas each of these transition points is clearly important, the preparation of pupils for making their choice of S3 curriculum is currently one of the most crucial of those for it affects their whole educational and vocational future. The most appropriate options for many pupils often seem obvious to teachers and there is a well-documented tendency to be directive or to communicate only through acceptance and checking of a course option form. We consider it important that pupils and parents, counselled by guidance staff, take responsibility for the choices which are made. The Munn and Dunning proposals would bring new opportunities and challenges for guidance staff in this respect, both in the increased range of courses and in the wider possibilities of transfer between levels of course. Nor is the guidance role in the transition from S2 to S3 solely in subject choice - guidance staff with all teachers share responsibility in the area of study skills which pupils will require as they move into the realm of more specialised study. To fulfil this whole range of responsibilities, it is clearly vital that guidance staff must keep abreast of current developments in the curriculum in order to provide accurate information and professional help to pupils and their parents. Discussion, so far, while being concerned with pupils as individuals, has dealt with points of group transition. The Committee recognises that there are transition points in the lives of individual children, for example, when they change school during session. These instances require substantial support from guidance staff.

4.6

*A basic aspect of guidance on the curriculum is the creation of effective procedures within the school for obtaining from class teachers a detailed picture of a pupil's progress during the session as a basis for further action.*

This calls for close liaison between guidance staff and class teachers. Involving class teachers more closely in this process is important, and the means to achieve this include inviting class teachers to case conferences held to discuss courses of action concerning the curriculum of individual pupils and seeking their views in the gathering of information which precedes the completion of reports for external agencies, employers and tertiary education.

4.7

Guidance within the Curriculum

We would recognise that much of what is generally recognised as guidance can often be seen to take place in the normal classroom quite independently of any formal guidance structure or the activities of guidance staff. Indeed, some subjects appear to favour an intrinsically pastoral kind of interaction and organisation. In some practical subjects,

for example, the transmission of skill is sometimes on a one-to-one basis with a great deal of informal pupil-teacher interaction taking place. Other examples are to be found in the type of work done in many subjects at Sixth Year Studies level and in current approaches to the teaching of pupils with learning difficulties.

The role of the remedial teacher as consultant which has developed since the publication of HMI report on "Pupils with Learning Difficulties" recognises the need to understand home background and family pressures that might be affecting learning, and to seek the co-operation of parents in order to effect a successful remediation programme. The special relationship that remedial staff have with pupils is an argument for involving them as active participants in case conferences on individual pupils and also in influencing aspects of school guidance policy.

4.8 Turning to the formal curriculum, the committee is aware that, historically, guidance staff have been involved closely in the planning and teaching of social education programmes. We have given some initial consideration to the relationship between guidance and social education, while recognising that the latter is the subject of the major initiative of the Scottish Social Education Project and is also a concern of COSE as instanced in the 1982 conference. SCCG is aware also of the relationship between guidance and moral and religious education. Within the constraints of time and remit it has not been possible to give consideration to this relationship nor to consult with the Central Committee on Religious Education.

4.9 As an aspect of the formal curriculum, the Scottish Social Education Project has identified two main approaches to social education. One approach is through the special programme taught either by specialist staff or by involving a wider range of staff. An alternative is to handle social education through curricular subjects. Both approaches, by themselves, have weaknesses. Specific programmes which have the objective of dealing with as many issues as are felt to be important can have the effect of seeming to separate social education from the subject disciplines and remove responsibility for social education from those on the staff not involved in the programme. On the other hand, the attempt to handle social education entirely through the curricular subjects means that inevitably there will be gaps for individual pupils beyond S2 as a consequence of subject choices. It is important, also, to recognise that even if an aspect of social education is identified within a subject discipline, it is possible that it could be tackled in a way which does not bring out the social education dimension. A didactic methodology is unlikely to bring about the affective objectives of social education.

*SCCG considers that, for these reasons, a combination of both approaches whereby social education in the curricular subjects is supplemented by clearly planned modules for specific purposes handled by staff with particular skills in the areas concerned may be more fruitful. Social education modules could be in areas such as careers education, relationships, parent-craft, etc. There is a clear need for the planning and co-ordination of social education to be the responsibility of one person within the school.*

## 4.10 Guidance and Assessment

The Dunning Report drew attention to the relationship between guidance and assessment. The Committee is convinced of the importance of this relationship. Constrained by time and remit and aware of the continuing debate on assessment, we have not developed fully our views in this area.

SCCG welcomes the current development of assessment techniques - in particular continuous assessment and criterion referencing - since the result should be a clearer understanding of each pupil, enabling a better matching of educational provision to individual need. We would welcome further investigation of the potentiality of pupil self-assessment. In paragraph 4.6 the creation of effective procedures for obtaining from class teachers a detailed picture of a pupil's progress was identified as a basic aspect of guidance on the curriculum. It is not thought however that the guidance role lies simply in the collation of information from subject departments. The insights gained by the guidance team form another facet of the assessment of a pupil and a basis for discussion with the pupil. Guidance staff also have a role, through communication with individual pupils and parents in ensuring that the school's assessment system is understood and in interpreting any assessment information issued by the school.

*SCCG is aware that this comment only touches on the relationship of guidance and assessment and believes that this should be considered more deeply.*

## CAREERS EDUCATION

5.1 SCCG recognises the particular importance of vocational guidance in the present economic circumstances. The need to re-assess attitudes and approaches to careers education justifies its close consideration in this report. The effect which lack of employment prospects has on many teenagers is becoming increasingly clear. Of the present generation of young people, some may never experience what is conventionally regarded as employment, many will experience long spells without work and very few will remain in the same job for life. Jobs which appear secure today can become superfluous tomorrow. Within jobs, the type and range of skills required can alter rapidly. Resilience, adaptability and the continuing desire to learn have therefore become pre-requisites to survival in employment.

5.2 The increase in the rate of unemployment has had other effects. More and more people are accepting work which is below their level of potential competence. Opportunities for less well-qualified pupils, already decimated by the reduction in semi-skilled jobs, are further eroded. Education and Careers Education in particular must face issues such as: the relevance of the traditional work ethic; whether job satisfaction is still a priority or whether any job, in fact, is better than none. It must also consider the implications of the introduction of the Youth Training Scheme.<sup>1</sup>

### 5.3 Careers Education Programmes

All of these issues have profound implications for Careers Education programmes. Careers Education at present is generally understood to comprise elements of self-assessment, job evaluation, information-gathering about specific courses, the skills of job application and interviews, and work experience. These components contribute to the process of decision-making. The Committee recognises that this approach needs to be widened considerably.

Self-assessment, for example, should be related not only to jobs but also to decisions relating to choice of social, leisure and educational activities and about life-style in general. Job evaluation must give prime consideration to current opportunities and likely future developments, but evaluation should also be applied to all sorts of activity at home, with friends, in clubs and other organisations and in the wider community. Tasks concerned with applications and interviews should be related to approaches to all sorts of organisation and not solely those concerned with courses and employment. Careers Education, therefore, should help pupils towards being well informed and realistic in their outlook.

*SCCG is aware that the relevance of present approaches to Careers Education will not be apparent to many pupils and their parents. The present structure, the Committee believes, will have continuing relevance only if it is applied also to the widest possible range of positive activities open to pupils.*

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<sup>1</sup> See - A New Training Initiative: An Agenda for Action MSC 1981  
Youth Task Group Report MSC 1982  
SED Circular 1085 - September 1982

5.4 We consider that just as there are stages in a pupil's development when it is considered appropriate to stress within social education certain aspects of personal development, relationships and health education, there are times when particular careers aspects should be dealt with through specific modules. In S3 and S4, the emphasis will be on helping pupils to understand the broad options open to them and which will be the most appropriate for them. This will be of particular importance because pupils will have to make decisions about whether to continue in full-time education or enter a Youth Training Scheme or seek paid employment. Similarly, in S5 and S6, at a time of pressure on Further and Higher education, it is important that pupils are helped to become aware of the opportunities which will be available to them.

5.5 The Committee recognises that there can be Careers Education within the curriculum. There are elements of Careers Education which fall naturally within the orbit of subject specialisms. For example, skills related to making applications and the interview situation may fall naturally into the sphere of English/Drama; understanding of the employment situation within a wide context will clearly form part of Modern Studies courses; money management can be a feature of Economics and Arithmetic. As with social education in general, co-ordination of Careers Education within the curriculum is important and is a particular problem after S2 when pupils follow different options.

#### 5.6 Link Courses/Work Experience/Schools-Industry Liaison

Over the past few years, considerable effort has been put into encouraging links between schools and further education colleges, usually on a local basis. Such links are valuable in broadening horizons of pupils. SCCG accepts that heavy pressure on FE colleges resulting from their involvement in the new Youth Training Scheme may lead to a substantial reduction in the kind of linked training courses which until now have been established.

*SCCG considers that further investigation is required into the role of link courses, into their availability to 16+ pupils including links with FE colleges offering advanced level courses and establishments of Higher Education.*

5.7 We recognise that it is important to relate the world of "school" to the world of "work". 'The Education for the Industrial Society Project' through its published materials is providing a significant lead in this direction.

*The present situation with specific regard to work experience is well documented also in "Industry and Scottish Schools" (Scottish Council for Development and Industry) and the Committee endorses its findings.*

It is, however, apparent that there may well be difficulties in the future. There is an increase in the numbers on Work Experience



from youth training schemes and this may make it difficult for schools to find their own placements. For this reason, SCCG accepts that greater co-ordination in the whole area of work experience will become increasingly important.

As an aspect of schools-industry liaison, SCCG considers it important, also, that programmes of visits to industry should continue to be developed and visits by speakers from management and trade unions should be encouraged within the Careers Education Programme. Such experiences can provide pupils with valuable insight into the changes which are taking place in society and the reasons for them, and let them see the practical application of what they are learning in school. The secondment of teachers to industry likewise is an important development for all staff. Indeed, it is vital for those involved in Careers Education.

*As the whole area of schools-industry liaison grows more complex, SCCG recognises the worth of a liaison officer in each region with the specific task of co-ordination.*

## 5.8 The Specialist Careers Teacher

*In terms of the sensible use of the resources of the school, SCCG recognises that there is a strong case for one member of a guidance team to have additional expertise in the area of careers. SCCG would argue, however, that such a specialist should be involved to some extent in the general guidance work of the school, but with a reduced case load. All promoted guidance teachers should be expected nevertheless to have an interest in and knowledge of careers education.*

The greater knowledge and familiarity with the whole area of education which the specialist would acquire would be for the benefit of the whole guidance team, offering assistance to colleagues and serving as a referral point for pupils with more complicated careers problems.

## 5.9 The Role of the Careers Officer

*In spite of pressures on the Careers Service towards less involvement with schools at the present time and greater emphasis on meeting the needs of the young unemployed, SCCG believes that the Careers Officer still has a strong, purposeful role to play in secondary schools.*

His function in schools is two-fold, providing expertise in the planning of Careers Education at which stage he becomes known personally to the members of the guidance team and through involvement with pupils, either in groups or individually. At the same time, he is in a position to maintain a watchful brief on general employment trends and training opportunities as they will affect the young people in the school or schools for which he is responsible. In the current climate it is considered that this would involve greater rather than lesser involvement of the Careers Service in schools.

## 5.10 Parents and Careers Education

Parents should be informed of the position regarding employment opportunities, places on courses, the Youth Training Scheme and other aspects of careers education as they affect their children. The guidance role lies in facilitating the discussion and the decision of the pupils and their parents. Parents it is believed can play a further role: collectively they form a substantial resource for the careers education of the pupils in a school.

*SCCG believes that parents have a right to be informed of and involved in the careers guidance of their children.*

## SUMMARY OF CONCLUSIONS AND MAIN RECOMMENDATIONS

In this first year of existence the specific task of SCCG has been an examination and clarification of the role of guidance as a whole school function including the specialist role of guidance staff and the relationship between guidance and the curriculum. The scope of this remit and the constraints of time have made consultation beyond the committee largely impractical. This report is drawn in the main therefore from our own deliberations. In presenting it to COSE, SCCG summarises its conclusions and recommendations under three headings.

## SCCG BELIEVES

- (i) that schools should aspire to be caring communities. This has implications for all staff - all staff through their attitudes and behaviour contribute to the creation and maintenance of a school ethos. It is at this fundamental level that the term "guidance as a whole school function" first comes to have meaning. Care and concern are the shared responsibility of all staff including non-teaching staff not the exclusive prerogative of specially appointed guidance teachers; (1.5, 2.2)
- (ii) that schools must recognise the central role of parents in the upbringing of their children and, therefore, the need to establish and maintain a close relationship with the home regarding all aspects of the pupils development; (2.1, 3.2, 3.8)
- (iii) to be effective as a whole school function, guidance has to be organised, structured and have clear objectives; (3.2)
- (iv) that the move towards forms of guidance organisation in which promoted guidance staff share responsibility with first level guidance teachers who are encouraged to develop the pastoral potential of their role is consistent with the philosophy of guidance as a whole-school function; (3.3)
- (v) that there is a significant role in guidance for the teacher who has regular daily contact with a group of pupils. We regard the role of the first level guidance teacher as important in a whole school approach to guidance and see a requirement for training and support from specialist staff; (3.4)
- (vi) there are at present various means of assigning promoted guidance staff to groups of pupils. Careful consideration should be given to the advantages of those forms of guidance organisation which maximise continuity of responsibility; (3.7)

- (vii) the role of specialist guidance staff, the Principal Teacher (Guidance) and Assistant Principal Teacher (Guidance) should continue to be developed as one of knowing and being known by pupils; contacting and communicating with parents; collaborating with external support services in the interests of pupils; liaising with teaching colleagues; supporting and training first level guidance teachers and record-keeping and reporting. Increasingly also the role of specialist guidance staff can be viewed as one of co-ordination, linking those with a shared interest in the individual pupil. Specialist guidance staff have an important role in helping to shape school policy in areas such as curriculum, assessment and learning difficulties; (3.11)
- (viii) that the post of Assistant Principal Teacher (Guidance) has value in offering opportunities to teachers who show aptitude for the specialist guidance role to become acquainted with the range of work involved without having to assume the full responsibilities of a Principal Teacher (Guidance); (3.12)
- (ix) that in schools with an effective freedom of choice in the manner in which guidance responsibilities are assigned at Assistant Head Teacher level, careful assessment of the strengths and weaknesses of differing approaches should be made. In schools where guidance as a shared responsibility proves to be the most appropriate form of organisation, it is considered that responsibility for some degree of overall co-ordination of guidance in the person of one member of the management team is essential; (3.13)
- (x) that the Assistant Head Teacher's responsibility for Guidance lies in formulating aims and policies in guidance, in organising and structuring guidance activities, in providing leadership to the team of specialist guidance teachers for whom he is made responsible, and in promoting and representing guidance interest in the school; (3.14)
- (xi) that there is no rigid division between guidance and the curriculum - both subject teaching and guidance are central to the function of the school and both are part of the learning process; (4.1)
- (xii) there are many transition points in the education of the individual pupil when guidance on the curriculum is important; (4.3)
- (xiii) a basic aspect of guidance on the curriculum is the creation of effective procedures within the school for obtaining from class teachers a detailed picture of a pupil's progress during the session as a basis for further action; (4.6)

- (xiv) guidance within the curriculum is concerned with the potential of the classroom situation as a medium of guidance through teaching style and subject organisation as well as through social education. Historically, guidance staff have been closely involved in the planning and teaching of social education programmes. Social education through the curricular subjects supplemented by clearly planned modules for specific purposes handled by staff with particular skills in the areas concerned may prove to be a natural progression. Such an approach requires co-ordination by one person within the school; (4.9)
- (xv) that the relevance of traditional approaches to careers education will not be apparent to many pupils and their parents. The present structure will have continuing relevance only if it is applied to the widest possible range of positive activities open to pupils; (5.3)
- (xvi) there is a strong case for one member of a guidance team to have additional expertise in the area of careers. Such a specialist should be involved to some extent in the general guidance work of the school, but with a reduced case load and all promoted guidance staff should still be involved in careers education; (5.8)
- (xvii) that parents have a right to be informed of and involved in the careers guidance of their children; (5.10)

SCCG IS OF THE VIEW THAT CLOSER CONSIDERATION OF THE FOLLOWING ISSUES IS REQUIRED

a) Through further review and reflection within SCCG

- (i) Time allocation for guidance work: in terms of remit our task has been to examine and clarify the role of specialist guidance staff. Such a role analysis is essential before the issue of time for guidance work can be grasped. Once this clarification has taken place, it becomes necessary to investigate further the appropriate allocation of time for guidance work and to study closely examples of good practice in this area;
- (ii) The relationship between guidance and discipline: in the general movement towards abolition of corporal punishment there is evidence of a tendency to involve guidance staff more closely in disciplinary procedures. Against a changing background SCCG has not at this stage given consideration to the effect on the relationship between guidance and discipline but at the same time recognises that there will be a need to consider closely this issue as a clearer picture emerges;

- (iii) Confidentiality: this can be a contentious issue between schools and the community, and often, within schools themselves, between promoted guidance staff and other teachers. Questions of access to and verification of records present major problems and we consider that the issues involved require thorough examination; (3.10)
  - (iv) Evaluation of guidance: systematic and regular evaluation of guidance work is of crucial importance. SCCG recognises that there will be a continuing need to offer support in this direction by, among other means, the identification and dissemination of examples of good practice in this area; (3.19)
  - (v) Guidance and assessment: the Committee is aware that this report only touches on the relationship between guidance and assessment and believes that this should be considered more deeply; (4.10)
  - (vi) Link courses: further investigation is required into the role of link courses; into their availability to 16+ pupils including links with FE colleges offering advanced level courses and establishments of Higher Education; (5.6)
- b) Through research and development undertaken in conjunction with SCCG
- (i) The Committee considers that a study of those schools implementing forms of guidance organisation in which promoted guidance staff train, support and manage teachers who are responsible for guidance should be undertaken to provide evidence for or against their desirability or practicability; (3.3)
  - (ii) SCCG believes that home visiting by guidance staff is an area worthy of further research; (3.8)
  - (iii) While recognising the difficulties in integrating such a role into present forms of school organisation in Scotland, we would welcome experiment with a full-time guidance specialist in individual schools; (3.15)
  - (iv) SCCG considers that there is an urgent need to investigate the impact of falling rolls on the function of guidance in Scottish secondary schools including the appropriateness of the standards for the allocation of promoted posts, the organisation of guidance systems and trends in the balance of numbers between posts of Principal Teacher (Guidance) and Assistant Principal Teacher (Guidance). There is a need also to disseminate information including case studies, to assist schools to make the transition. (3.20)

SCCG CONSIDERS THE FOLLOWING TO BE POLICY ISSUES INVOLVING OTHER BODIES

- (i) The committee recognises that the Munn and Dunning Reports show an awareness of the importance of guidance and is concerned that the guidance related aspects receive the attention and resources which they deserve in the Munn and Dunning Development Programme; (1.5)
- (ii) Primary-secondary liaison is part of the concerns of the Education 10-14 Programme and SCCG considers that the Programme Steering Group should pay heed to the guidance aspects; (4.4)
- (iii) We believe that all teachers should have appropriate guidance training. Consideration should be given to the training requirements of the first level guidance teacher, promoted guidance staff and senior management in the school and to the balance between pre-service and in-service provision; (3.16)
- (iv) The committee considers that the involvement of Child Guidance staff in schools on a regular basis is a practice which can effectively establish the school psychologist as a vital counselling element in the school's approach to guidance; (3.17)
- (v) Having given consideration to the arguments for and against, we see much to commend the appointment of school-based social workers; (3.18)
- (vi) In spite of pressures on the Careers Service towards less involvement with schools at the present time and greater emphasis on meeting the needs of the young unemployed, SCCG believes that the careers officer still has a strong, purposeful role to play in secondary schools. In the present climate it is considered that this would involve greater rather than lesser involvement with schools; (5.8)
- (vii) The committee recognises that it is important to relate the world of "school" to the world of "work". The present situation with regard to work experience is well documented in "Industry and Scottish Schools" (Scottish Council for Development and Industry) 1981 and the committee endorses its findings. As the whole area of schools-industry liaison grows more complex, SCCG recognises the worth of a liaison officer in each region with the specific task of co-ordination, as outlined in this report. (5.7)

Two course structures have been approved and operated:

(a) Course I

1. General Aim

The general aim of the course is to enable its members to increase their effectiveness in the personal, vocational and curricular guidance of the full range of pupils in the Secondary school.

2. Particular Aims

a) Personal:

- i) To encourage the members of the course to develop their sense of personal commitment to the concept of guidance
- ii) To help the members of the course to understand and, if necessary, to adjust their own attitudes to and interactions with others.

b) Skills:

To help members of the course become more competent in

- i) interviewing and counselling individual pupils
- ii) working with pupil groups of various kinds
- iii) establishing constructive relationships with colleagues, parents and staff of helping agencies
- iv) planning guidance programmes
- v) organising resources and records.

c) Understanding:

To help members of the course increase their understanding of

- i) the relationship between the ethos and structure of a school and its guidance practice
- ii) the relationship between guidance staff, subject staff, parents and relevant external agencies
- iii) the relationship between society as a whole and the school as a caring community
- iv) the theoretical basis of guidance programmes and procedures.

3. Structure

The course will extend over one term on a part-time basis for a total of 240 hours. Student contact time will comprise 135 hours as follows:

Preliminary visit (1 per member)	5 hours
2 full-time weeks in College	60 hours



2 school based tutorial visits per member during the term	10 hours
2 full-time weeks in College	60 hours

The balance of the time will be spent in the performance of assignments (on a distance learning basis) and in individual study.

The course has been structured to take account of the extensive and disparate catchment area of Aberdeen College of Education.

#### 4. Content

##### a) Skills:

- i) Interviewing
- ii) Counselling
- iii) Group work

About 60 hours of the student contact time will be spent in developing these skills though it is hoped that this work will also contribute significantly to the development of self-awareness and inter-personal relationships. Most of the training will be by role-play and simulation exercises and will involve the use of video play-back. In addition, each member will be required to produce an audio tape of an interview/counselling session for discussion during a tutorial visit.

- iv) Planning guidance programmes
- v) Organising resources and records

About 15 hours of the student contact time will be spent in promoting these skills through lectures, discussions and class assignments.

##### b) Understanding:

- i) Understanding the personal and social development of the adolescent and the identification of pupils with special needs
- ii) Understanding the organisation and functioning of the guidance system and of relationships within the school
- iii) Understanding the relationship between the school and the community, including relationships with parents and external agencies
- iv) Understanding the various theories of guidance, counselling and group work and the techniques that derive from them. Appreciating the relevance of these theories and techniques to work in schools
- v) Understanding the theoretical basis of various types of social and careers education programmes, their aims, objectives and implementation
- vi) Understanding the uses and abuses of assessment, intelligence and personality tests; the ethics and practice of record keeping.

About 55 hours of student contact time will be devoted to these topics, in approximately equal proportion. Methods will include lectures from course staff

and visiting speakers together with seminar discussions.

Note. The practice of skills and the study of theory will be carried on in parallel throughout the course.

## 5. Assessment

To gain the award it will be necessary to achieve a satisfactory standard in each of the following components:

i) three written assignments (each of about 2000 words, to which equal weight will be given):

- a) An essay on some aspect of social and personal development. (This might take the form of a survey of a problem area or of a child study)
- b) A survey of guidance within an institution
- c) An essay on some aspect of counselling theory.

(All three assignments will have to be completed and an overall pass grading attained)

ii) the 'skills' element of the course programme. (This will be assessed on the basis of performance during the four weeks in College together with the audio tape presentation indicated in para. 4 above)

It is the intention to appoint an External Moderator for the course.

## 6. Resources

Aberdeen College of Education has a lecturer qualified in Counselling and Guidance.

In addition, members of the Education, Educational Psychology, Health Education and Modern Studies Departments have been accustomed to contribute to Guidance courses sponsored by the College as have members of the Directorate, Head Teachers and other teachers with appropriate experience and expertise.

Over the years, four Associations of Guidance Teachers have been established in Grampian and Highland Regions and have helped to mount a range of induction courses throughout the Northern Area.

Members of the staff of Aberdeen University and colleagues from other Colleges of Education have participated in these courses. The Scottish Institute of Human Relations has also been involved; and links have been formed with the National Institute of Careers Education and Counselling.

## 7. Recommended Book List

Patterson, C.H:	<u>Theories of Counselling and Psychotherapy</u>
Erikson, E.H:	<u>Identity: Youth and Crisis</u>
Jones, A:	<u>School Counselling in Practice</u>

Hughes, P.M:

Guidance and Counselling in Schools

Jackson, R:

Careers Guidance: Practices and Problems

Thompson & Kahn:

The Group Process as a Helping Technique

Appropriate reports and research findings on the working of Guidance in Scotland.

8. Entry requirements

- i) The course is open to fully registered teachers who hold a Teaching Qualification (Secondary Education).
- ii) Preference will normally be given to those with at least five years teaching experience and holding a promoted post in Guidance.

9. Size of course

The maximum group size will be 16.

10. Proposed dates

For session 1978-79 the period January - March 1979 is proposed. In subsequent sessions the first term (October - December) would be preferred.

N.B. In the event this course was eventually mounted from January to March 1980, under a newly appointed tutor who introduced slight differences of emphasis and a different range of suggestions for reading.

(b) Course II

The most significant developments were in

i) The Structure of the Course

The course will extend from January to September 1981 on a part time basis for a total of 240 hours, to make up the equivalent of a one term course. Attendance away from school is required for four weeks, the balance of the time being made up of school-based work, the performance of assignments and individual study.

The four full time weeks will be

19 - 23 January 1981

9 - 13 March 1981

8 - 12 June 1981

21 - 25 September 1981

In addition there will be two school-based tutorial days per member.

ii) Assignments

The following assignments will be required:

1. An audio tape of an interview/counselling session, together with a written or tape-recorded self-assessment, followed by critical discussion with the course tutor.
2. The writing of a self-assessment diary during the course as a record of themember's progress and development.
3. Either 1, 2 or 3 written assignments amounting in total to approximately 6,000 words. The number of assignments will be determined, in consultation with the course tutor, by the time and research work necessary to complete them.

It is expected that assignments will strike a balance between theory and practice, and will be original and critical.

Assignment topics will generally be within the following areas:

- (i) An aspect of the development of young people
- (ii) Aspects of guidance within an institution, including its effects on that institution and possible future developments
- (iii) An aspect of counselling and guidance theory and its applications.

Within one of the assignments, each course member will be encouraged to carry out at least one small research project.

### iii) Reading List

If you wish to do some preliminary reading it is suggested you might like to browse through one or more of the following:

A. Fletcher	Guidance in Schools Aberdeen University Press 1980
D.H. Hamblin	The Teacher and Pastoral Care Blackwell 1978
M. Marland	Pastoral Care Heinemann 1974
D.H. Hamblin	The Teacher and Counselling Blackwell 1974
C. R. Rogers	On Becoming a Person Houghton Mifflin 1961
D.H. Blocher	Developmental Counselling Ronald Press 1961
A. Jones	Counselling Adolescents in Schools Kogan Page 1977
A.W. Bolger	Child Study and Guidance in Schools Constable 1975
K. Blackburn	The Tutor Heinemann 1975

One course has been approved and has operated twice.

## I. Aims and Objectives

1. The general aim of the course is to enable course members to increase their effectiveness in the personal, vocational and curricular guidance of the full range of pupils in the secondary school.
2. This involves both an increased knowledge and understanding base, and also developed operational skills. Accordingly, the following particular objectives are sought:
  - (i) Members will deepen their knowledge and understanding of:
    - (a) The aims and function of guidance in the secondary school viewed as a total caring community.
    - (b) The social and psychological development of young people
    - (c) Current issues in educational thought.
    - (d) Theories and principles of guidance and counselling.
    - (e) Management and Administration of guidance.
    - (f) Roles of and relationships among guidance staff and other staff, pupils, parents and other interested agencies.
  - (ii) Members will develop their operational skills in:
    - (a) Individual and group counselling of adolescent pupils.
    - (b) Relating to parents, staff, and other agencies.
    - (c) Planning and co-ordinating resources for guidance.
    - (d) Measurement, assessment and appraisal.
    - (e) Casework.

## II. Content

1. Role of the school in contemporary society; its social and cultural influence; place of guidance and counselling in school and community; local and central welfare services; casework.
2. Social, psychological and physical development of young people - needs, motivation, behaviour patterns, identity, the disadvantaged pupil.
3. Sociology of the individual, the group, the family and the school, pressures on the pupil and the school.
4. Roles and relationships of guidance staff at both guidance/subject teachers.
5. Theories and techniques of guidance and counselling - the helping relationship, specific aspects of personal, vocational, and curricular guidance.

6. Elements of Management and Administration - planning, objectives, organization, communication, public relations, motivation, office procedure, records and information services, accountability, measurement, assessment and appraisal.
7. Techniques of interviewing, counselling, working with groups.
8. Moral education, values and attitudes.
9. Introduction to techniques of social investigation, statistics and surveys.
10. Principles and practice of staff development of the guidance team.
11. Confidentiality and the team concept.

### III. Structure

The course will run over one full session on a part-time basis for a total of 250 hours.

Of this total there will be 152 class contact hours, distributed as follows:

2 weeks in Term 1	55
21 evening sessions	42
1 week in Term 2	27½
1 week in Summer School	27½
	<u>152</u>

The term 2 release may be subject to variation, e.g. single and/or double days instead of a continuous week.

The remaining 100 or so hours will be devoted to private study, assignments and project work within the school situation.

The following short book list, to be supplemented by off-prints and other specific references as appropriate, indicates the general load:

Erikson, E.H. : Identity - Youth and Crisis. Faber, London, 1968.

Hamblin, D. : The Teacher and Counselling. Blackwell, Oxford, 1974.

Olmsted, M.S. : The Small Group. Random House, N.Y., 1959.

Rutter, M. : Helping Troubled Children. Penguin, 1975.

Schools Council : Careers Education in the 1970's. Working Paper No. 40, Evans-Methue Educational, London, 1972.

Scottish Education Department : Guidance in Scottish Secondary Schools: A Progress Report, H.M.S.O., Edinburgh, 1978.

### IV. Assessment

1. Final assessment will be on a cumulative basis subject to a minimum standard of 40: in each component, as follows:

1 assignment of up to 2500 words on theoretical aspects to be submitted in Term 2	25%
1 assignment of up to 2500 words or equivalent on practical aspects to be submitted in Term 3	30%

1 child study

30%

An assessment of general class participation, e.g. the writing, analysis and discussion of case studies, practical work in measurement and statistics and general relational skills as revealed in the group situation in the class

15%

2. In addition, a separate assessment will be made of practical skills in counselling and relationship with pupils.

## V. Methodology

The course will be conducted by means of a whole range of methodologies, including lectures, discussions, case studies, visits, practical work, including sound and video recording and playback, project work and assignments. A high degree of participation will be expected and emphasis throughout will be placed on development of skills in group process, not merely in specially assigned practical skill sessions, but in all sessions. During the full-time weeks, however, particular attention will be paid to the development of interpersonal skills. The aim is to integrate practical work and understanding and consequently, no absolute distinction can be drawn between practical work and understanding. As an indication of balance, however, the course will devote roughly equal amounts of time to both aspects.

## VI. Resources

Having run comprehensive ten week full-time courses in guidance since 1972, the College has built up considerable expertise in this field. And even before that date short courses were run in such aspects as practice of counselling. The principle adopted in Moray House is the eclectic one: instead of appointing a single specialist guidance expert, we have established a team embracing a wide range of competences relevant to the work of the guidance staff in secondary schools. In addition to the College staff, we have also built up a firm relationship with one or two outside specialists to contribute in the special fields of problems of adolescent development and social education.

Details of these contributions are as follows:

1. Department of Educational Management and Administration. In addition to overseeing and co-ordinating the whole course, the department provides substantial input on management and administration and establishment of objectives in guidance and assessment of effectiveness.
2. From the School of Community Studies, the Director provides a major component on theory of guidance and experiential aspects relating to both group and individual counselling.
3. Two members of the psychology department contribute components on psychological measurement and the psychology of the individual pupil.
4. Aspects of the sociology of groups and of the family as a particular type of group are dealt with by two members of the department of Sociology.
5. The Head of the Religious Education Department leads discussions on moral education and value, and teams up in respect of the wider field of social education with the Adviser in Guidance from the Lothian Region.

6. Two important units, namely data collection and handling and statistics are provided by the Education Department.
7. Of the major external resources, one has been mentioned above in connection with Social Education. The other is a very substantial input on problems in adolescent development by the Consultant Psychiatrist in the charge of the Young People's Unit in Edinburgh, one of the leading figures in this field in Britain.
8. The team is therefore diverse and strong. Any danger of over fragmentation is minimised by the continuing co-ordinating presence of the Head of the Department of E.M.A. as the link among the several contributions. Past experience has shown that this presence is vital and course members have indicated clearly that it can provide the means to a satisfactory compromise between diversity of personnel contributing on the one hand, and the advantages of a single contact on the other.

## VII. Entry Requirements

1. Members must be registered teachers holding the Teaching Qualification (Secondary Education).
2. Preference will normally be given to those with at least five years' teaching experience and holding a promoted post in guidance.

