

THE ROLE OF THE MIDDLE SCHOOL TEACHER

Christine Ranceford-Hadley

Master of Philosophy

The University of Aston in Birmingham

September 1980

The role of the middle school teacher.

SUMMARY

This thesis examines the role of the middle school teacher in a 9 - 13 middle school. The thesis's intentions are two fold:-

- i) To answer three basic questions about the role of the teacher;
 - a) Is the role of the middle school teacher different from that of the primary and high school teacher?
 - b) Has working as a member of a team changed the teachers' role?
 - c) Has the personality of the teacher working as a team member acquired a new importance?
- ii) In attempting to answer these questions methodological procedures have been employed which have allowed for the in depth study of one middle school.

The organisation of the middle school into year teams with a year co-ordinator as a member and leader of each team has created a different structure from that of the first and high schools. These organisational changes have created a new role for the teacher working in the team. The teachers' role in the year team has emphasized collaboration, co-operation, and the use of shared resources. Teachers have become aware of the importance of the personality of the team members in the smooth working of the team.

Christine Ranceford-Hadley

Thesis submitted for the degree of M Phil : 1980

Role Middle School Teacher Team

ACKNOWLEDGEMENTS

I am greatly indebted to Mark G. Ginsburg, Henry D.R. Miller and Robert J. Meyenn for their help, advice and constant encouragement.

Also to all the teachers, and in particular the staff of Beaconsfield Middle School, for their co-operation and patience, without whom this research would not have been possible.

LIST OF CONTENTS

Page No.

Summary	1
Acknowledgements	2
List of Contents	3
List of Figures	5
Chapter 1 Introduction	6
Chapter 2 Methodology	11
Chapter 3 The Development of Middle Schools	15
3.1 Outline	16
3.2 History of the Middle School	16
3.3 Government Initiatives	17
3.4 Educational Initiatives	20
3.5 The Plowden Report	22
3.6 Local Initiatives	24
3.7 Summary and implications	25
Chapter 4 Middle School Organisation	27
4.1 Outline	28
4.2 The Development of Middle School Organisation	29
4.3 Pamphlet 57 'Towards a Middle School'	34
4.4 The development of Middle Schools in one Authority	39
4.5 Similarities and differences in organisation between the high, middle the first schools	45
4.6 The importance of the small group or team to the organisation of the Middle School	51
4.7 Summary and Implications	53

Chapter 5	The Small Group	55
5.1	Outline	56
5.2	Small Group Theory	56
5.3	Group Processes	57
5.4	The Newcomer to the Group	60
5.5	The Task Effectiveness of the Group	61
5.6	The Effect of Personality on Group Interaction	63
5.7	Summary and Implications	66
Chapter 6	The Role of the Year Co-ordinator	68
6.1	Outline	70
6.2	The Co-ordinator as leader of a Small Group	70
6.3	The Co-ordinator, a Multiple set of Roles	75
6.4	The Co-ordinator as a Member of a Management Team	77
6.5	The Role of the Co-ordinator in Relationship to the Children Under Her Care	80
6.6	The Co-ordinator, a position of stress?	84
6.7	Summary and Implications	91
Chapter 7	The Role of the Teacher in the Team	93
7.1	Outline	94
7.2	The Effect of the Teachers' Role on Her Personality	94
7.3	The Duties and Obligations of the Role of Teacher as a member of a Team	98
7.4	Colleague relationships within the Team	107
7.5	The Importance of the Personality of the Team Member	110
7.6	Summary and Implications	113
Chapter 8	Conclusions	114
8.1	Research Issues	123
List of References		125
Appendices		132

LIST OF FIGURES

Figure No.		Page No.
I	Factors that may have influenced the organisation and structure of any one middle school	33
II	Middle school organisation	38
III	Middle school organisation: levels of power and decision making	42
IV	The primary school: levels of power and decision making	44
V	Secondary school organisation - the conventional model. From <u>Team Teaching</u> by D. Warwick	47
VI	Parallel development of group structure and task activity. Psychol, Bull., 63 by B.W. Tuckman	58
VII	The position of the co-ordinator in relationship to the small groups and the communication system of Beaconsfield Middle School	69
VIII	The position of the co-ordinator within the communication network of the formal system of Beaconsfield Middle School	83

CHAPTER ONE

INTRODUCTION

Middle schools came into being in the county in which this research was carried out some eleven years ago and many teachers in the primary and secondary schools found them an exciting prospect that introduced a new concept of the middle years and was sufficiently innovatory to offer a new challenge. I was at that time a headteacher of a 5-11 school and had originally taught in secondary schools. The middle school seemed to offer the best of both worlds, the enthusiasm of the primary age and the intellectual challenge of the young adolescent. I eventually applied for and was appointed eight years ago to the headship of Beaconsfield, a new purpose built middle school.

This was the beginning of my interest in and continued fascination with the middle school concept. Investigative literature is, because of the schools' very short life, of recent origin and for the same reason few of the writers and researchers have had the opportunity of working for a sustained period in one of these schools.

I have been fortunate over the last eight years to help initiate and take part in the gradual development of one such school. As it established its organisation and structure changes occurred in the role of the classroom teacher, changes which I believe have called for some adaptation in that role. The reasons why

and how these changes have taken place seemed important and I felt I was in a unique position to gather information.

The three basic questions the research is asking are as follows:-

- a) Is the role of the middle school teacher different from that of the first and high school teacher? This question is concerned with organisation and with the status and position of the teacher. It poses the question as to whether the structure is hierarchical or democratic and seeks to examine the opportunity the teacher has to participate in decision making.
- b) Has working as a member of a team effected changes in the teachers role? The teachers role being defined here as being in sole charge of a class in a classroom. Consideration has been given here to the time that is now spent in collaboration, such as planning the curriculum and sharing resources. Also how the team may influence the teachers task and how the teacher regards any changes that may have had to be made by her to accommodate new demands made by the team.
- c) Has the team structure been influential in causing the personality of the teacher to acquire a new importance? Here a brief examination has been made of small group theory which seems particularly applicable to the teams of the middle school. Attention has been drawn to the

influence of leaders of small groups, i.e. the co-ordinator in the middle school.

The report of this research is divided into seven further chapters. Chapter 2 sets out the methodology adopted. Chapter 3 is a brief survey of the history of middle schools followed by an outline of government initiatives taken at the time middle schools were established. The educational initiatives and the influence of Plowden are evaluated followed by the local initiatives that arose as a result and led to the setting up of Beaconsfield school along with a number of others in the county.

Chapter 4 discusses middle school organisation as originally proposed in the D.E.S. pamphlet No.57 'Towards the Middle School'. This is followed by a closer look at the development of middle schools in one authority. Similarities and differences between the organisations of first, middle and high schools are examined with particular attention being given to the role of the year co-ordinator and subject co-ordinator. This chapter looks at the first of the research questions. Is the role of the middle school teacher different from that of the first and high school teacher? Is the structure of the middle school more hierarchical than democratic? What opportunity does the middle school teacher have to participate in decision making? In conclusion, the importance of the small group or year team is considered in relationship to the middle school.

Chapter 5 is concerned with small group theory, the importance of group processes, the new comer to the group, the task effectiveness

of the group, and the effect of personality on group interaction.

Chapter 6 examines the role of the co-ordinator as seen through the eyes of some of the teachers who work in the school. Here the results of participant observation and the questionnaires are reported. Data has been collected under the following headings: the co-ordinator as a leader of a small group, the co-ordinator - a multiple set of roles, the co-ordinator as a member of a management team, the role of co-ordinator in relationship to the children in the year, the co-ordinator - a position of stress? In this chapter the third research question is considered: Has the team structure been influential in causing the personality of the teacher to acquire a new importance? How influential in terms of the effect of his personality on the group is the leader of the small group, i.e. the co-ordinator of the year team?

Chapter 7 looks at the role of the teacher in the team and presents the rest of the data collected by means of participant observation and the questionnaires. The effect of the teachers role on her personality is considered, also the duties and obligations of the teacher as a team member. Colleague relationships within the team are looked at and finally the importance of the personality of the team member is considered. Chapter 7 attempts to answer the second and third research questions. Has working as a member of a team effected changes in the teachers role? What proportion of her

time is now spent in collaboration such as in planning the curriculum and sharing resources? How has the team influenced the teachers task and how does the teacher regard any changes that may have been made by her to accommodate any new demands made by the team? Has the team structure been influential in causing the personality of the teacher to acquire a new importance?

The conclusion summarises the main findings, discusses some of the implications these may have for the recruitment of staff to middle schools, and sets out some further research issues.

CHAPTER TWO

METHODOLOGY

It was decided to adopt qualitative methods of research as the aim of the research was to try and acquire an insight into the role of the middle school teacher and this approach seemed to offer the best method for understanding the individual in her setting. It is a useful and important way of gaining meaningful insights into human behaviour. A position that is supported by such social science researchers as Bogden and Taylor (1975:9)

"through qualitative methods we learn about people we would not otherwise know. We hear them speak about themselves and their experiences and though we do not accept their perspectives as truth, develop an empathy which allows us to see the world from their points of view."

As participant observation took place over a period of four years I was already established in the school when the research began and so had already built up personal relationships with many of the staff. Six of the twenty-two members of staff who were there four years ago still remain. Observing the coming and going of teachers has however proved valuable for the research.

One of the dangers of adopting this method has been the possibility of becoming too involved. Hopefully, the fact that I was learning so much about the roles of the teachers in the school and the constraints under which they worked enabled me to avoid this pitfall.

While my position as a head gave me a unique insight into the growth and development of one school it could also be claimed that it might be seen to be a particular handicap to the collection of research material in schools in general.

*now
adv 9/2/64*

I originally began to collect data in two middle schools, my own, and one other. After only some 33 hours spent in the other school difficulties became apparent. The head and staff made clear indications that they expected me to be more interested in the children and they could not understand my need to be continually present at their various meetings. Obviously my position as a head was an embarrassment. Furthermore, it was difficult to absent myself from my own school for long periods. The decision was therefore made to collect data only in my own school.

However, some of the initial conversations I had with these teachers were valuable and in all I have talked to and observed some 44 teachers.

Within Beaconsfield school detailed notes were kept of conversations, discussions, staff meetings and team meetings. Times and dates were recorded and sometimes simple sketch plans made. Key phrases in conversations were noted as a way of recalling these conversations more fully and the beginning and ending of conversations particularly noted. Recall improved with practice and in the event of a happening of special importance it was usually possible to return to the office and make a note of it immediately.

Knowing some of the staff very well enabled me to evaluate more easily their reactions to some events. Occasionally some conversations took place in my office but this was usually when the member of staff asked to come and talk. I made a point of not inviting staff to chat on what could be termed "my ground". Many of the conversations took place while walking along the corridors or at meetings in classrooms or the staff room.

On average observation took place one day per week. This was not on a regular basis as one week might include several meetings and happenings and the following week nothing, so some 500 hours were involved in all.

The data collected was initially divided into two broad categories; that dealing with the role of the teacher, her duties and obligations; and that which dealt with her relationships with colleagues. As the research developed it was necessary to divide the material relating to the co-ordinator from the original groups. The material collected on the co-ordinator proved to be much more dense than that on the teacher, and also easier to collect. Possible reasons for this are put forward in the conclusion.

Towards the end of the research it was decided to supplement the material already gathered by three open-ended questionnaires directed at the co-ordinator, the specialist, and the teacher in

the team. (See Appendix i) The questionnaires before being given out were discussed individually with each teacher to try and avoid ambiguities and misunderstanding. It was thought at this stage that the questionnaire might give a particular insight into how the teachers saw not only their own role but each others. One general question relating to the aims of the middle school was included in all three questionnaires.

The use of these semi structured questionnaires proved to be a valuable supplement to the participant observation as it enabled me to focus in detail on those issues which were emerging as most crucial in the more informal discussion with and observation of teachers.

Relevance of case study approach.

CHAPTER THREE

THE DEVELOPMENT OF MIDDLE SCHOOLS

- 3.1 Outline
- 3.2 History of the Middle School
- 3.3 Government Initiatives
- 3.4 Educational Initiatives
- 3.5 The Plowden Report
- 3.6 Local Initiatives
- 3.7 Summary and Implications

CHAPTER THREE

THE DEVELOPMENT OF MIDDLE SCHOOLS

3.1 Outline

It is intended in this chapter to give a brief account of the history and development of the middle school and the Government initiatives that created it. The educational initiatives and the influence of the Plowden Report are assessed and finally the local initiatives taken by one authority are described.

3.2 History of the Middle School

The history of the discussions which took place regarding the setting up of middle schools is complicated by the fact that they happened at a time when other wider educational issues such as comprehensive education and raising the school leaving age were being aired and authorities were under pressure to submit their plans for comprehensive reorganisation to the Secretary of State for Education and Science.

Certainly it might be assumed that these factors played their part in encouraging education authorities and other advisory bodies to review the economic viability of providing schooling in terms of different ages and stages of education.

The first indication that the adoption of a comprehensive education system might involve changes in the age range of schools happened in Leicestershire in 1957 with the opening of the junior high school catering for an all-ability range of 11-14 year old children

However, in 1963 the West Riding of Yorkshire first used the term middle school when it proposed first schools for the age of five to nine and middle schools for the nine to thirteen age range. A decision which forced the government, in order to legalise the authorities' position, to bring in an amendment (1964) to the 1944 Education Bill that would allow for flexibility in the age of transfer (Circular 12/64). Thereafter there followed several circulars that paved the way for the introduction of middle schools.

It seems likely that the 1964 Education Bill brought the debate on ages of transfer to the notice of the nation, and so coincided with the setting up of a Committee of the Central Advisory Council on Education under the chairmanship of Lady Plowden to look into all aspects of primary education and the transition to secondary education.

3.3 Government Initiatives

In 1966 Mr. Anthony Crosland, then Secretary of State for Education and Science, issued Circular 10/65 (D.E.S. 1965) in which it was requested that local authorities should submit plans for

comprehensive reorganisation and amongst its suggestions for methods of reorganising was a reference to a system of middle schools which straddle the primary/secondary age ranges, either as 8-12 or 9-13.

It is perhaps interesting to note that middle schools were presented as the sixth possible mode of organisation, reflecting perhaps the department's uncertainty.

"A system of middle schools which straddle the primary/secondary age-ranges. Under this system, pupils transfer from a primary school at the age of 8 or 9 to a comprehensive school with an age range of 8 to 12 or 9 to 13. From this middle school they move on to a comprehensive school with an age-range of 12 or 13 to 18".

Other paragraphs in Circular 10/65 of interest to the development of the middle school show little commitment or enthusiasm for this new age range and tend to the view that they were, at this stage, very much an administrative convenience.

"Section 1 of the Education Act 1964 makes it legally possible for new schools to be established which cater for an age range covering both primary and secondary schools as defined in Section 8 of the Education Act 1944. The establishment of middle schools with age ranges of 8-12 or 9-13 has an immediate attraction in the context of secondary reorganisation on comprehensive lines. In the first place such schools seem to lead naturally to the elimination of selection. In the second, they shorten the secondary school span by one or two years and thus make it possible to have smaller all-through comprehensive schools.

Notwithstanding the prima facie attractiveness of middle schools systems, the Secretary of State does not intend to give his statutory approval to more than a very small number of such proposals in the near future. This is for reasons relating to the age of transfer from primary to secondary education;" See paragraph 30 below. (Para 21 & 22)

"Pending any recommendations which the English and Welsh Central Advisory Councils for Education might make on the age of transfer from primary to secondary education, the normal age of transfer should be regarded as eleven plus. Decisions taken by the Secretary of State when he considers the Councils' recommendations may have a bearing on secondary school organisation but this situation is not likely to arise in the near future..." (Para 30)

If in 1965 middle schools could be perceived as an administrative convenience, by the following year it appeared they were also perceived as being economically convenient. In para 4 of Circular 13/66, School Building Programmes (D.E.S. 1966), there is clearly felt to be a more urgent need to introduce middle schools prompted, no doubt, by the economic constraints that the dual factors of reorganisation and raising the school leaving age put upon the existing school buildings.

"It has become increasingly apparent that for some authorities the early change over to a comprehensive system in all or part of their areas would be facilitated by the adoption of an age of transfer other than eleven. It is also likely to be the case that in some areas the operation of raising the school leaving age can be carried through more easily if it is accompanied by a change in the age of transfer and a consequent reduction in the age-range of the secondary schools which will have to accommodate the extra pupils. The Secretary of State has therefore decided that while the questions whether there should be a national change in the age of transfer, and if so, what the new age should be, must await the publication of the reports of the Central Advisory Councils for England and Wales and the Government's consideration of them, there are urgent practical reasons why a greater degree of flexibility should be allowed now to authorities. He will therefore regard a change in the age of transfer for the time being as a matter of local option..." (para. 3)

Guidance was finally given for this new educational hybrid to come into being in the form of Building Bulletin No. 35, issued in the same year and entitled "New Problems in School Design: Middle Schools" H.M.S.O. 1966. One might be forgiven after reading these circulars for making the assumption that at least at a national level decisions for introducing middle schools were made by the logic of economic constraints within the policy for comprehensivisation and that this was later legitimated in terms of psychological stages of development. *Rev. R. G. H. Bennett.*

3.4 Educational Initiatives

It is important to give some consideration to the climate of educational opinion that existed in the sixties and its possible influence on the concept of the new middle school. In the middle sixties the Committee of the Central Advisory Council of Education under the Chairpersonship of Lady Plowden (ref. para above) had been set up to look into all aspects of primary education and the transition to secondary education. Economically, at least in the early sixties, the country was experiencing a growth period that could be, and was, described as affluent - more money was available at a national and local level for spending on education. Technical equipment such as tape recorders, televisions, radios, overhead projectors, language masters, etc. began to be seen in both the primary and secondary

levels of education which encouraged a more innovative approach to teaching and supported the ideal of individual development.

Lynch (1975) suggests that since the war ended in 1945, Europe had been adopting a more innovative approach to Education. In England this was reflected in the opening of Teachers' Centres linked to the Educational Advisory Services and Colleges of Education which gave teachers the opportunity of developing curricular innovations.

The foundation of the Schools' Council in 1964 supported many of the innovations being made and helped to develop some of the changes in the curriculum being promoted by the teachers. Opportunities were also open for teachers to extend their own education and the four year B.Ed degree was started in the mid-1960's. In England at least, it might be said opportunities for change were to some degree in the hands of teachers.

Lynch (1975) believed, however, that it was the Plowden report that was the real catalyst that promoted the development of more open methods and initiated the pressure that resulted in the setting up of middle schools in considerable numbers.

3.5 The Plowden Report

In sifting through the evidence presented to them the committee expressed its concern for the eleven year old child in an 11-18 school geared to examination children, i.e. 16-18 year olds. (Para. 376: 143) It also felt that transfer at 11 might encourage educational decisions being made too early (Para. 372: 143).

In Chapter II on Growth and Development it presented sound educational reasons that would support a change of school at eight years based on the belief that the 8-12 year old child enjoys social groups made up of peers at the same stage of maturation (Para. 72: 24).

In looking into the curriculum it questioned whether the existing system was suitable for the stage of development the children had reached at eleven and thought an extension of the primary methods more suitable (Para. 371: 142).

This support for the ideology of progressivism certainly influenced the curriculum and methods adopted by many middle schools. This might also be seen as the major factor in supporting a middle school of 8-12 year olds. It was suggested that the provision of scarce specialist teachers especially in the area of maths and science would prove difficult. Semi-specialist teachers for the 11-12 year old with the use of shared practical areas would not

only be easier, it would also be more suited to the primary tradition of individual and group work.

(Para. 380, 381: 144: 145).

It should be noted that the N.U.T. report submitted to the Plowden Committee in 1964 stated that there seemed to be no general disquiet amongst teachers about the existing age of transfer although they were concerned that a change should not coincide with the physical and emotional disturbances that arise in puberty (See Appendix ii).

Firm support was given for an extension of the primary methods.

"Most primary school teachers are agreed that, at 11 years of age, pupils are still in need of the more liberal methods used in the primary schools and of that form of organisation which permits the pupil to spend a great part of his time under the stable influence of his "own" teacher, instead of the still widely practised system of introducing specialist teachers for each subject in the first form of a secondary school. This is believed to be as true in respect of the brighter children as it is of those who have learning difficulties, and to be as true of those children who are selected for grammar schools as it is for others". (Para. 28).

After the publication of the Plowden report there seemed to be a tendency for anything to do with middle schools to be justified by that report. Middle schools first appeared as a separate category in the Official Statistics of Education in 1969 and in 1970 the D.E.S. (1970a, 1970b) issued two publications to assist in the establishing of middle schools.

3.6 Local Initiatives

The rise and development of middle schools can not be seen as separate from the wider ideological and political issues such as social democracy and its commitment to education as a means of social reform (Hargreaves, 1977) or the attractiveness of the educational ideology of progressivism (Plowden, 1967). Nevertheless, many of the arguments presented for middle schools at the local level centred round the increased knowledge of child development and the necessity for providing for the special characteristics of children in this age range. *(See footnote)

The following is typical of reports from the many working parties that were set up in authorities about to embark upon middle schools and who used the developmental and psychological arguments in support of the establishment of these schools.

"Lastly, Piaget suggests that the child moves into the highest and most advanced stage of human thinking...

It is also argued that the ability to reason logically and abstractly, which develops with most children between the ages of eleven and thirteen could be achieved more effectively if they remained in the same school environment at the time. The abrupt change to the new often more rigid and academic approach may merely disturb rather than foster this transition....."

(Report of the Bromsgrove Working Party on Middle Schools, 1970: 8)

*A clear definition of the characteristics of children between the ages of 8-13 can be found in the Schools Council Working Paper No. 42.

...."We must set up a teaching-learning situation which is flexible enough to cater for the varying physical emotional and intellectual needs of the children..."

(Report of the Droitwich Working Party on Middle Schools, 1968: 10)

For a more recent review of the arguments advanced for the middle school, see Culling (1973) and Gannon and Whalley (1975). Blyth and Derricot (1977) suggest the arguments centred round middle schools fall into three main categories:

- (i) those concerned with the development characteristics of middle childhood, based on the Piagetian stages of development;
- (ii) the developmental flexibility of children in middle childhood - i.e. the variation in the rate of growth and development of the individual in the physical, intellectual and social/emotional spheres; and
- (iii) the institutional context of education, i.e. the school as a social unit and the effect its age range and structures has on the child.

It is within contexts outlined in this chapter and from these general developments that Beaconsfield was established as a purpose built middle school catering for the nine to thirteen age range.

3.7 Summary and Implications

In summarising the history and development of the middle school it is difficult to eliminate the thought that it

was almost by chance that they came into being as a result of economic pressure created by the need for an extra year at the secondary level of schooling that was further complicated by a social and political commitment to comprehensive education.

It is difficult to equate the apparent reluctance to initiate these schools at a governmental level with the enthusiasm that was later displayed by the D.E.S. in pamphlet No. 57.

Clearly there were sound educational reasons as presented by the Plowden committee that could only bring benefits to the children in their middle years.

With hindsight it might be said that although they solved an immediate economic problem they have proved to be an expensive form of education (see Appendix xiv). This would perhaps not have been so had the Plowden recommendation for the 8-12 school been more generally accepted.

CHAPTER FOUR

MIDDLE SCHOOL ORGANISATION

- 4.1 Outline
- 4.2 The development of middle school organisation
- 4.3 Pamphlet No. 57 'Towards a Middle School'
- 4.4 The development of middle schools in one authority
- 4.5 Similarities and differences in organisation between the high, middle and first schools
- 4.6 The importance of the small group or team to the organisation of the middle school
- 4.7 Summary and Implications

CHAPTER FOUR

MIDDLE SCHOOL ORGANISATION

4.1. Outline

In the previous chapter we traced the history of the middle school from its early beginnings as a name first used to describe a different age-range of children in Yorkshire. We attempted to look back at the sixties and tried to assess the affect the educational ideologies of that time had on the developing middle schools. We examined national and local initiatives and we concluded that the ideological progressivism manifested in Plowden tended to be used to justify anything to do with middle schools.

In 1969 we recalled that middle schools first appeared as a separate category in the official statistics of Education and so would seem to be officially accepted.

Shortly after this in 1970, the D.E.S. published Pamphlet No.57 "Towards the Middle School" which laid out in great detail guidelines for both 8-12 and 9-13 middle schools and which must have been used as the main discussion document by most authorities planning to set up middle schools. It could be said that this pamphlet may have superseded Plowden, although much of what it offered particularly on child development and the curriculum stemmed from the original report.

A large section of the pamphlet was concerned with the organisation of the school in relationship to the curriculum and the timetable and in looking at the organisation of middle schools I shall refer to this document from time to time. In particular I shall be looking at middle school organisation as it developed in the authority in which Beaconsfield is situated and attempting to evaluate the reasons that lay behind the final organisational structure adopted by these schools. In so doing I hope to gain some insight into the roles of the co-ordinator, the specialist, and the class teacher as a member of a team.

I shall compare this organisation with that of the high school and first school with a view to noting any differences that might prove significant for the roles of these teachers and in particular noting the effect of the small group or team on the organisation.

4.2 The Development of Middle School Organisation

By the year 1970 the Department of Education and Science had approved middle school schemes for all or part of some 49 local education authorities. (For details of the position as known in July of that year see Appendix iii). There was however a wide difference in the way authorities set up their middle schools. In some areas old secondary buildings were used, in another it was mainly primary buildings which

were adapted. Some authorities offered the post of head to the existing head while others advertised. Some local education authorities made early assumptions about whether they saw the schools as mainly primary or secondary and this affected their choice of heads. It must be remembered here that there was a difference in the Government grant for assistance between the 8-12 school and the 9-13 school.

Account should perhaps be taken of the economic strain local authorities were under to provide a full range of comprehensive schools, which must have meant in many cases the extension of the secondary schools to provide for a greatly increased population. About this time also the first hint of more general economic restraints began to be felt with school milk restrictions imposed later in the year. There was, therefore, a possibility of wide differences in building allocation for middle schools throughout the country. This, together with the choice of head, were perhaps the two variables that had most effect on the organisational possibilities for individual schools. In most cases, new staff were appointed by heads, or existing staff chose to stay with them, greatly strengthening the head's power to develop the school as they saw fit, either by initiating or resisting change.

By 1971-72 The Schools' Council Middle Years of Schooling Projects, organised from Lancaster University, said their team's investigations into middle schools had identified five different types of middle school organisation which they described as follows:

- (1) Similar to the junior school, each class teacher being responsible for most of the curriculum for one class in its own room base.
- (2) Similar to a secondary school. Much of the curriculum being taught by specialists and the classroom reflecting no particular association with one class.
- (3) Janus-like. The school provided a primary organisation for two years with a break at eleven followed by the introduction of a secondary type of organisation.
- (4) Transitional. The school might show differences of organisation between first and final years but would bring about change gradually each year. Whilst no class would have their teacher for everything, no class would have a form teacher who took them for nothing.

Pastoral care responsibilities would be expected from all teaching staff.

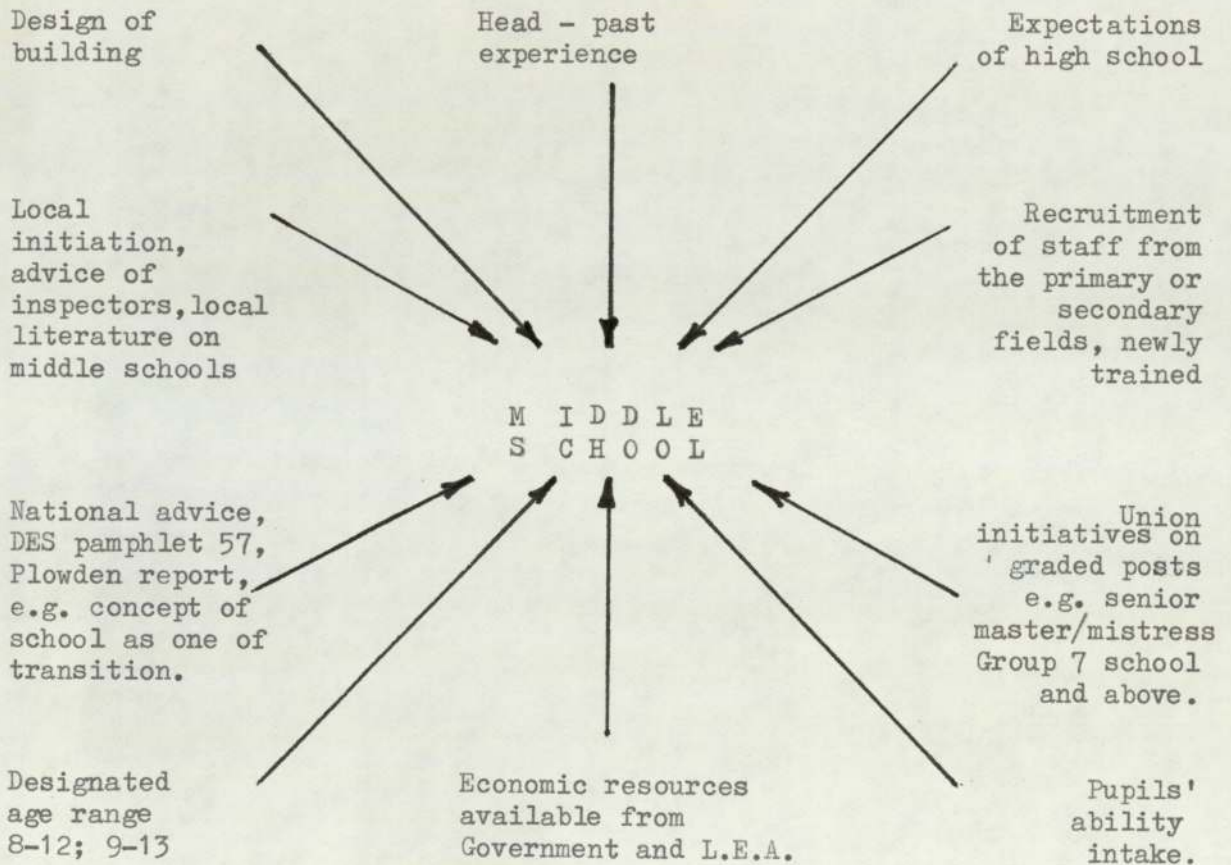
- (5) New purpose built middle schools. The buildings were a strong factor in organisation procedures. Common features were open-plan units leading to team teaching, some specialist areas, e.g. cookery, heavy craft and science and year leaders who would be responsible for teaching and leading a team of colleagues and for pastoral oversight.

Thus it was concluded that there was no particular method which could be identified as peculiar to the middle school; buildings, head and teaching staff all played a part in influencing their organisational development.

"We are at present still too near the more powerfully established primary and secondary schools for a new independent type to have taken common shape. The differences between particular middle schools are as great as those between a middle and any other kind of school. Individual middle schools may well be much admired and considered successful. The new pattern overall has yet to establish the bench marks and lines of sight which map a system both different and better". (The Schools' Council Middle Years of Schooling Project 1972: 3).

Figure 1.

Factors that may have influenced the organisation and structure of any one middle school.



However, other factors also influenced the organisational design and structure of the middle school. See Figure 1. It is hardly surprising when examining this that wide differences occurred between schools and sometimes even within localities.

4.3. Pamphlet No.57. Towards the Middle School

Perhaps the factor most directly responsible for influencing the organisation of most middle schools was Education Pamphlet No.57 already referred to. It gave ample advice on suggested organisation and timetable for both 8-12 and 9-13 middle schools, and in so doing was perhaps seeking to allay the worry expressed in the Plowden Report, Para. 393, on the need for a national policy on a uniform age of transfer. It might not be possible to enforce either 8-12 or 9-13 as the designated age, but at least it might ensure a parallel organisation between schools so that children unfortunate enough to have to move between stages might move into similar organisations. Pamphlet 57 appears to be a forward looking document seeking to adopt a flexible approach to the new schools. It advocates extending the primary project style of teaching so emphasised in the Plowden Report to these years and encourages the schools to develop as a vehicle of transition between two differing stages and styles of education. It did, however, develop some ideas even further in outlining what may be described at that time as innovatory

practices. It suggested co-operative teaching within a year group with three or more teachers working together sharing responsibilities for curriculum planning and resource provision. It mentioned the use of 'consultant' teachers working alongside the class teacher and spoke of the middle school teacher as having not only a broad knowledge of the curriculum but a particular interest and skill in one specialist area. These suggestions would seem to imply some change in the role of the teacher that I would wish to examine later. However, two major teacher co-ordinating roles are discussed in detail, the first being the leader of the teachers concerned with the year group, the second the specialist co-ordinator or consultant in charge of an area of the curriculum or of integrated subjects within an area.

"At the outset, to have these two types of posts, each justifiable in its own right, is likely to lead to a suitable balance of promotion for primary and for secondary teachers and to the evolution of a new tradition." (Pamphlet No. 57: 34:35)

The evolution of this new tradition perhaps did not work out as hoped, particularly for the specialist teacher.

Other organisational devices looked upon with favour were variability in group size, mixed ability classes with some setting for 12-13 year old pupils in sequential subjects such as mathematics and French, a base timetable of long periods and the use of lead lessons. It was expected

that both boys and girls would take cookery, needlework, woodwork, metalwork, etc.*

A generous staffing ratio was suggested to enable a flexible use of staff and differing size of groups with the use of ancillary help to provide a strong back-up service for the practical tasks of setting up laboratory experiments, and preparing materials for art and craft and cookery. Shared part-time specialists and language assistants between high schools and middle schools within the same pyramid were also advocated. In order to achieve this enlightened approach, generosity in allocating staff was certainly needed and it was unfortunate that just as the majority of middle schools were opening, the economic restraints of a new era were beginning to be felt, and many middle schools perhaps never had a chance of achieving the opportunities originally envisaged, so that from their inception, many perhaps found

*For a more recent look at organisation, Meyenn and Tickle's (1978) Paper on Patterns and Organisation in 9-13 Middle Schools reflects the attempts that have been made to provide a gradual transition from the primary organised class based timetable of the first two years to a more structured timetable with a greater use of specialists with the 11-13 year olds. Although they found that the transition between the second and third years was less than ideal, they commented favourably upon the possible benefits for first and second year teachers of having professional contact and support from subject specialists.

themselves fighting against difficulties that prevented them from attaining the kind of provision for their 11-13 year old pupils that was freely available in the old 11-18 high school. Some difficulties relating to specialist provision were, however, foreseen.

"A middle school has to be large enough to justify a staff whose specialisms are likely to extend over the main areas of the curriculum".
(Pamphlet No. 57: 32)

"The more diverse and specialised the gift of the teachers, the more difficult it will be to replace those who leave." (Pamphlet No. 57:30)

The Department of Education and Science clearly realised that constraints might well be placed upon the timetable itself by the building and the staffing resources.

"It seems that most heads designated to middle schools hope for a highly flexible timetable. Building, staffing and tradition may work in a contrary direction."
Pamphlet No. 57:30)

Figure II

MIDDLE SCHOOL ORGANISATION

Distribution of positions in Beaconsfield

Group 7 Middle School

H E A D

	Deputy Head		Senior Master/Mistress	
Scale III posts	Co-ordinator year 1	Co-ordinator year 2	Co-ordinator year 3	Co-ordinator year 4
Scale II posts	Specialists without responsibility for a class			
	1	2	3	
Scale I posts	Year 1 class teachers	Year 2 class teachers	Year 3 class teachers	Year 4 class teachers
	T	T*	T	T*
	T*	T	T	T*
	T	T	T*	T

*Scale II posts:

Eight points are available for Co-ordinators or advisors in specialist subject areas.

Therefore some class teachers in a year team hold scale points.

With hindsight, this paragraph almost seems prophetic, for this problem of allocation for specialisms, both at the level of staff and the provision of specialist areas, has continued to dog the middle school and has proved to be a major constraint on the flexible use of time.

4.4 The Development of Middle Schools in one Authority

In the particular authority in which I have worked and researched, the formal structure of the 9-13 middle schools has followed quite closely the outline suggested in Pamphlet 57 and a fairly widely accepted pattern of positions, duties and responsibilities has gradually been adopted. (See Figure II). A common decision was gradually arrived at after many discussions among heads and advisors over the duties and role of the year co-ordinator.

A number of factors appear to have contributed to this decision. As the middle school developed, the influence of the year co-ordinators and the importance of their role grew, heads became conscious of the amount of work a good year co-ordinator had to undertake, they recognised the power of the position, the influence such a position had for other members of staff and

the resulting need to appoint teachers of the highest calibre.*

This agreement proved to be crucial for the specialist teacher, "the other co-ordinator" referred to in the D.E.S. Pamphlet. Some heads had attracted high school teachers to their schools initially by offering scale 3 posts, particularly in new schools where it meant having responsibility for setting up a Science or Language Department. The old scale 3 post now became a new scale 2 and there was no way a middle school had sufficient points to make up the specialist posts to a scale 3, not if the four year co-ordinators were to be recognised as new scale 3 posts. This perhaps was the final factor which set the position of subject specialist below that

*They were also beginning to feel that even a scale 3 post was not sufficiently rewarding to attract teachers of this high calibre. At this precise time the final decision was perhaps made for them by the restructuring of scale posts for teachers in 1974 (Houghton awards). At this time some specialist advisors were on an equal scale of pay with the co-ordinators. In the Houghton awards the old scale 3 became the new scale 2 so that although this was a salary increase many teachers felt a loss of status.

A mutual agreement was arrived at with the County Advisors to promote all co-ordinators to the new scale 3, so protecting them from a drop in status. The new scale 3 in economic terms related more to the old scale 4.

of co-ordinator and not parallel to it as originally conceived. It also limited the specialists' hopes for a career structure within the middle school. The year co-ordinator's expertise in a broad area of the curriculum was necessary for the position he held and was an excellent qualification for advancement to the position of deputy head, while it became increasingly difficult for a specialist to advance to this position or even to that of a co-ordinator. (See Ginsburg et al. 1977).

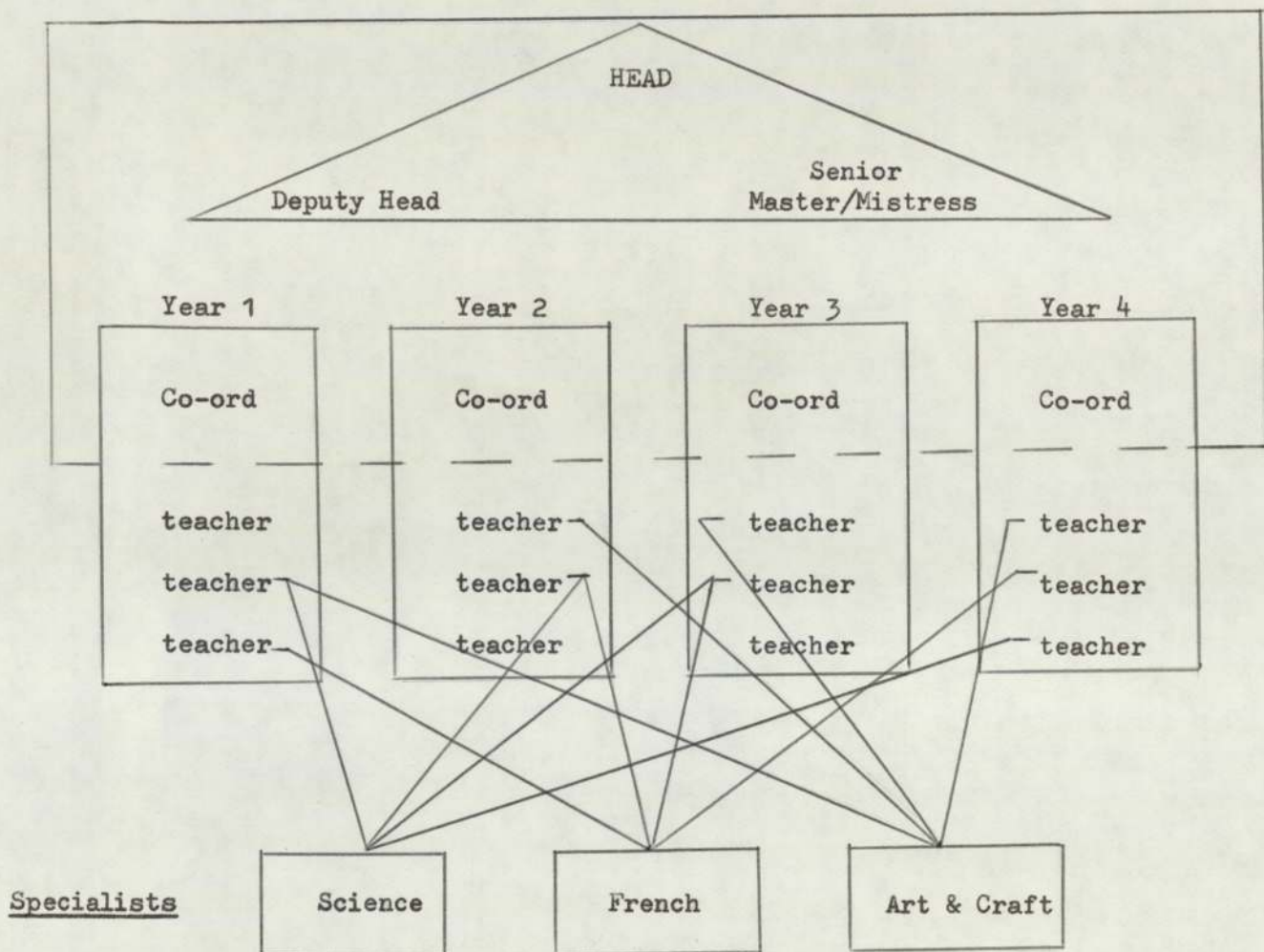
This reduction of the specialist post to one of scale 2 status may well have affected the recruitment of quality specialists to the middle school as the school was now clearly seen as being in competition with the high school for teachers with specialist expertise and yet had little to offer in the way of career prospects.

It is perhaps relevant here to pose the question as to whether the 9-13 schools which this particularly affects may have been persuaded to put more emphasis on the teaching of specialisms because the very provision of specialist rooms creates pressures on the school to use their resources. They also may feel there is more pressure put upon them to provide greater expertise for the older child, and the high school itself may make more demands for greater expertise the older the age of their entrants.

Figure III

MIDDLE SCHOOL ORGANISATION

Levels of power and decision making



The specialist advisory teachers who are not members of a year team may vary both within a school and between schools. Teachers who have their own specialist rooms to look after e.g. Science, Art and Craft, Home Economics, Physical Education, are more usually excluded from year teams by virtue of this fact.

This figure is based on the middle school organisation
that operates in Beaconsfield School

The 8-12 school shared practical areas would appear to have a far more general application and encourage the middle school to lay less stress on separate subject expertise and more on the development of integrated work and primary based projects.

In looking at any organisation, one must become aware of the hierarchical structure, i.e. the different levels of power and decision making that make up that structure, Hoyle (1965) has suggested that the two most widely used concepts in organisation theory are authority and bureaucracy which arise from Max Weber's definition of authority. Weber defined power as "the possibility of imposing one's will upon the behaviour of other persons" (1960). However, within an organisation the authority arises from the establishment and is associated with the position held.

If we examine Figure III which shows the levels of power and decision making within a particular middle school, Beaconsfield, there appears to be three factors worthy of note: the appearance of three decision making groups, the inclusion of the year co-ordinator into two of these groups and the apparent exclusion of the specialist from all three groups. This would appear to emphasise all we have already said about the position of the year co-ordinator and specialist.

Figure IV

The Primary School

Levels of power and decision making

Head

Deputy Head

Scale 1 posts 1* 1 1 1 1* 1 1

Scale 2 posts *responsibility for such subjects as physical
education or language consultant (as suggested
in Bullock Report).

The co-ordinator is shown as holding a unique position as leader of one group and a member of the middle management group, and the specialist as being isolated in terms of power and influence from the formal decision making groups. He may well have influence within his own subject area but his position in the middle school hierarchy may almost be seen as ambiguous.

In discussing the organisation of the middle school in this way, I must stress here that I am using the 9-13 schools in one area as models and in other areas of the country and in the 8-12 age range, different power structures may have developed.

4.5 Similarities and Differences in Organisation Between the High, Middle and First School

Before proceeding further I would wish briefly to look at what may be accepted as the more traditional positions of senior staff within a primary and a high school.

In the small primary school the key status positions through which authority is exercised would appear to be the Head and Deputy Head (Figure IV). Any scale posts would seem to have clearly defined responsibility boundaries and it would not seem likely that they could be called upon to make major policy decisions outside the area defined by their responsibilities. It may be that at staff meetings all staff will be consulted about major policy and curriculum changes but

although the system may be democratic in style, the formal authority must be seen as resting with the head. The deputy's role may be seen to be mainly consultative unless acting in the absence of the head. There is also the possibility that in a small community there may be a high degree of consensus so that some decisions may be arrived at informally outside staff meetings. The scale posts within the primary school would seem to reflect the specialists within the middle and high schools, having power limited to their subject area.

It is possible to describe the high school as a complex organisation that adopts a hierarchical power structure that could be associated with a bureaucracy. Other elements of a bureaucratic nature may be evident, e.g. a high degree of specialisation, explicit rules to define the responsibility of each member of the organisation, the co-ordination of different tasks, the exclusion of personal considerations from official business, impartiality in the treatment of subordinates and clients, the recruitment of experts and the existence of a career structure. However, the teachers' professional autonomy could be seen to function in contradiction to the bureaucratic nature of the organisation (Blau, 1956).

In the larger high school, the key status positions through which authority is exercised would appear to be the Head and Deputies and Heads of Upper and Lower School. Heads of

department would seem to have limited power to make decisions in one subject area only. It would be reasonable to suppose that heads of upper and lower school would have the opportunity to make decisions on a number of wider issues within their 'school' after consultation with the head or deputies. It would also seem likely that the head or deputies and heads of upper and lower school could form a senior management group directly concerned with decision making on school policies. Although there may be staff consultation it would be logical to suppose that final decisions might be arrived at within this smaller group. In some organisations, heads of upper and lower school may proliferate into heads of year. It would therefore not be inappropriate to describe the high schools' power structure as being of a hierarchical nature. Warwick's model (Figure V) of secondary school organisation shows the traditional structure of power in a secondary school, with the 'unimportant' subjects languishing at the base of the triangle. He makes the point that departmental divisions vary in size according to the relative importance assigned to each by the head.

There would appear to be a point of similarity between the middle and high school structure. The high school has a defined hierarchy which may also divide logically into small groups, with the possibility of members of staff belonging to more than one group, e.g. a teacher may be a member of a

year group and a member of the specialist department but here similarities would seem to end. Warwick (1971) describes the secondary school as a 'pyramid of power' subject orientated in design and separatist in approach. The power exercised by an individual may be directly related to the importance and size of his department so it may be easier to gain promotion as a member of a language or mathematics department than as a member of a craft department. It may be assumed that even within this knowledge orientated high school, some specialists may have difficulty in gaining advancement.

The role of co-ordinator in the middle school would appear to relate to that of year head in the high school, but the year head may not have the same power within his organisation. It is likely that he would not have control over the subject teaching within the year, and that his responsibility would tend to be of a largely pastoral nature. This would seem to be the case if the organisation is subject based rather than child centred.

The communication system within the high school must be more complex and I would not wish here to investigate all the possibilities for exercising decision making that must exist in such a system, but would like to emphasise certain facets of middle school organisation. Because the dominant groups

within the middle schools are the year teams, the opportunities for the co-ordinator to exercise power, that is to influence and make decisions, are greatly increased. not only is he leader of one of these dominant groups, he is also most likely to be a member of the management group that makes decisions which affect the year groups and the whole policy of the school. His position is in some degree unique, for he is the means whereby the system can obtain direct feedback; as well as taking part in the decision making he must put over policies to his team and also act upon them himself. I would wish to argue that he is therefore in a position to evaluate changes which are taking place and initiate or stop further innovations*.

It must also be remembered that the co-ordinator is also supported by his three fellow co-ordinators who can form a group on their own. (See Fig. VI).

Because of the apparent difference in orientation between the high school and the middle school, the one more knowledge-orientated and the other at least partially child-centred, and because of the difference in size I would want to suggest that the high school system does not have a comparable

*It might be said that his position enables the system to be more responsive in that it provides through the formal structure at the meeting of co-ordinators with senior management a means for direct feedback and therefore the possibility of change.

position to that held by a co-ordinator of a middle school and that because of the size and basic power structure of the high school it is less likely to evolve such a degree of democracy.

I would also wish to argue that because of the structure of the organisation as observed in these middle schools the formal system tends to fall naturally into groups, head, deputy, senior mistress/master, four year co-ordinators and the four year teams. It also seems usual for the larger group of head, deputy, senior mistress/master and co-ordinators to have regular formal meetings. I have largely gathered information about this by attendance at heads' meetings and visits to other schools within the authority. I can find no written evidence for this within the authorities' guidelines on middle schools and so assume that this particular grouping may have arisen from the many discussions that took place at the start of reorganisation between heads and county advisors.

4.6 The Importance of the Small Group or Team to the Organisation of the Middle School

In comparing these organisations it would appear that the existence of the team within the organisation becomes a dominant feature and it must therefore have some effect on the roles of teachers working in these schools.

Pamphlet No. 57 would also seem to have foreseen the influence of small groups within middle schools from its first mention of co-operative teaching within a year group to its major presumption that three or more teachers would work together sharing responsibilities for curriculum planning and resources. But there are other examples of references to a more democratic structure.

"...But major policy changes can only be carried through by a staff prepared to accept them or better, eager for them. Discussions of such issues, rather than routine details are the most important matter for full staff meetings. Their frequency and fruitfulness depend on the size of the staff. The whole staff can work as one team in a small school. But even then there will be a place for sub-groups, led by members of staff that carry specific responsibilities, whether or not they are rewarded financially." (Pamphlet No. 57: 33)

"In stressing the importance of teachers leading year-group teams or curricular teams there is no implication that these are the only responsibilities for which posts above the basic scales would be awarded." (Pamphlet No. 57: 35)

"Just as there may be heads of departments or graded post holders guiding different types of teams, so individual teachers also will belong to more than one kind." (Pamphlet No. 57: 35)

"An advantage of sub-dividing the staff into relatively small age-groups and curricular teams is that part time teachers and students can also be associated with these teams. As a result the part-time teachers contribution can be more readily integrated.." (Pamphlet No. 57: 35)

It would appear from the above references that the division into small groups or teams was one that had been envisaged as part of the structure of middle schools, and that furthermore,

that the authors' saw small groups playing an important role in the development and organisation of the school in terms of curricular development, pastoral care in year groups and the integration of part-time teachers and students into the system.

I would like, therefore, to suggest that one would be justified in making the assumption that teams of one kind or another were foreseen as a natural and important part of the middle school structure, and therefore that the division into small groups is a more generally accepted form of organisation whose effect on and conduct within the social system must affect the role of the teacher.

4.7 Summary and Implications

I have attempted in this chapter to summarise the many and complex influences that came to bear in shaping the middle school organisation. We have seen how these different factors accounted for the early rather wide differences among middle schools and we have looked in some detail at the one document (Pamphlet No. 57) that more than any other influenced them most directly and on which most county re-organisation focused.

We have seen how the two major teaching roles outlined in the pamphlet developed in one county and we have examined

the organisation of one middle school that developed from the initiatives set up by that county.

We have compared the organisation of middle schools with that of the first and high school. We have tried to assess differences in the systems.

We have concluded that the role of the co-ordinator as a member of a senior management group as well as being a leader of a team is a position of power and can be influential in shaping the policies of the school. Her position is the key to making the middle school a more democratic institution by providing through her a formal means whereby feedback can take place and changes may be made.

The implication may be drawn that the middle school organisation can be a democratic and very open organisation.

The team which is a dominant feature must affect the roles of its team members. As a result of this I believe the teachers role in the middle school differs from that of the first or high school teacher and it is to the working of the team or small group that we turn next.

CHAPTER FIVE

THE SMALL GROUP

- 5.1 Outline
- 5.2 Small Group Theory
- 5.3 Group Processes
- 5.4 The Newcomer to the Group
- 5.5 The Task Effectiveness of the Group
- 5.6 The Effect of Personality on Group Interaction
- 5.7 Summary and Implications

CHAPTER FIVE

THE SMALL GROUP

5.1 Outline

The small group or team has become an accepted part of middle school organisation and therefore working in a team has become part of the role of the middle school teacher. In order to try and define the changes this may have brought and the new demands it may have made on the teacher it would seem important to try and understand something of the interaction that takes place between team members working within a team.

It is intended in this chapter to look at small group theory under the following headings: group processes, the introduction of the newcomer to the group, the task effectiveness of the group and finally the effect of personality on group interaction.

5.2 Small Group Theory

Within any organisation there will be a tendency for small groups to develop within the informal social system, but groups may be created within the formal system for the purpose of achieving certain ends. These task groups will have little control over choice of their individual members and leaders as these will be appointed by the head or official

who has responsibility for the appointment of status positions and who defines their attendant duties and obligations.

I would wish to argue that it is therefore important to examine the more general interactions that are likely to take place within any task orientated group and the kind of group processes that may arise bearing in mind the formation of such small groups within the school organisation, and having special reference to the middle school year team organisation and the leading role played by the co-ordinator of these groups.

5.3 Group Processes

Mills (1955) has defined small groups as 'units composed of two or more persons who come into contact for a purpose and who consider the contact meaningful'. He suggested that there are five levels of group processes that he outlined as follows:

- 1) the interaction system - or the way people behave in the presence of others;
- 2) group emotion - the configuration of the drives and feelings people experience towards events and towards one another;
- 3) the normative system - their shared ideas about what members of the group should do and feel, and what sanctions should be applied to maintain these group norms;
- 4) the technical system - that is the agreed goals the group should have and the means whereby they should be accomplished, and how;

- 5) the executive or value system that is the groups ideas about what it should become and how it might become.

FIGURE VI

PARALLEL DEVELOPMENT OF GROUP STRUCTURE AND TASK ACTIVITY

	<u>Group structure</u>	<u>Task activity</u>
1. Forming	There is anxiety, dependence on a leader, testing to find out the nature of the situation and what behaviour is acceptable.	Members find out what the task is, what the rules are, what methods are appropriate.
2. Storming	Conflict between sub-groups, rebellion against leader, opinions are polarised, resistance to control by group; conflicts over intimacy.	Emotional resistance to demands of task.
3. Norming	Development of group cohesion, norms emerge, resistance overcome and conflicts patched up, mutual support and development of group feeling.	Open exchange of views and feelings: co-operation develops.
4. Performing	Interpersonal problems are resolved, interpersonal structure is the tool of task activity, roles are flexible and functional.	Emergence of solutions to problems, constructive attempts at task completion, energy is now available for effective work; this is major work period.

Tuckman, B.W. 1965 "Developmental sequence in small groups" Psychol. Bull., 63, 384-399

These levels of group processes would appear to be generally applicable to all groups who work together for a period of time, and are the result of the interactions between the people forming the group. Similarly, Tuckman (1965) found developmental patterns could be isolated which had a general application to small groups of people working and interacting with one another. He suggested that most groups conformed to this developmental pattern in order to arrive at a stable pattern of interaction or state of equilibrium. Groups, however, varied in the length of time they needed to reach this stage of their development and Argyle (1969) observed that this took place in laboratory discussion groups in a matter of a few hours.

Briefly, the four phases observed by Tuckman are described as "forming" - finding out about the group, the leader and the task, "storming" - conflicts that arise between sub-groups against the leader and the task, "norming" - the emergence of group cohesion and co-operation and "performing" - resolving of interpersonal problems and constructive attempts at task completion (Figure VI).

What is most interesting is the apparent relationship between group structure and the task activity so that one is able to perceive the importance of group interaction in relationship to the successful completion of the task, thereby justifying

the logic of greater job satisfaction sometimes being achieved by working in small groups.

5.4 The Newcomer to the Group

Even after a group has established an equilibrium pattern of interaction, change may occur as at the introduction of a new member. Mills (1955) observed that when a new member joined a group, new patterns of interaction occurred that appeared to show four definitive phases. Initially, the new members became involved in the process of interaction and group emotion, that is, they were concerned to find out what was done in the group and how the group felt about what was done; they were then able to develop an understanding of the normative system of the group, which is the second phase. This led to identification with the group goal and finally to identification with the members of the group so that they were able to take part in what the group might become. This internalisation of group norms may take the newcomer some time to achieve, and if we consider the kinds of interaction involved, this is understandable.

The newcomer to a group may begin by complying with the group norms at the start of his relationship with the group, but in order to identify with them, an attitude change may be involved which will depend on the strength of his relationship with the group. Thus, in order to arrive at the final stage of internal-

isation of goals, a shift of self-image may take place using other group members as models.

Newcomers to groups may sometimes play the role of innovators. If the newcomer is a powerful personality, he may, after complying with the group norms, feel that they are not right for the group and may bring pressure to bear by means of his own personality to effect a change in the group. This kind of behaviour may evoke other patterns of group interaction, such as sanctions that will be brought to bear to force the newcomer to conform, or he may find himself an outsider. Deviates would appear to have a role to perform in groups, if only to make the norms of the group clearer and to show what happens to a nonconforming member. Deviates may sometimes challenge the group leader or become opinion leaders within a group. See Hollander (1958) for the role of deviates within the group.

5.5 The Task Effectiveness of the Group

It seems possible that group interactions may have a bearing on the task effectiveness of the group. Fiedler (1955) suggests that the balance between task orientation and socio-emotional orientation, both within individual members and the group as a whole, can be related to successful task completion. Certain generalities seemed to emerge that affected task completion. It appeared to be necessary for the individual members to share an equal drive towards the task. Successful teams appeared to prefer high task orientated persons as

co-workers, and ineffectual teams the more accepting relationship orientated person, so that it seems a balance is needed between task motivation and interpersonal motivation, in order to attain an equilibrium pattern of interaction and relationships that are acceptable to all members of the group. This seems to suggest that members must be attracted to the group if a state of cohesiveness is to be achieved.

The effect of leadership styles and personality of the leader of the group has also been shown to influence its task effectiveness. Haythorn's (1955) work has shown how the combination of an authoritarian leader with democratic followers or vice versa affected morale, cooperation and communication. A democratic, persuasive style of leadership was seen to be effective in maintaining both high task efficiency and satisfactory interpersonal relationships. Chowdry and Newcomb (1955) stressed the importance of sensitivity in a leader and Hare (1955) found that participatory leadership was more effective than supervision leadership as a technique for changing opinion.

Borgatta, Gouch and Bales (1955) in their work on the "great man" concept of leadership, found that groups which contained a "great man" showed least tension and anxiety and were less inhibited by the task situation. There was a greater amount

of positive social emotional behaviour reflecting friendly interpersonal relationships. The members appeared to show greater satisfaction with their group and productivity was increased.

An important contribution from Borg (1966) suggests that leaders are significantly more self-confident and extraverted than non-leaders which might signify an ability to cultivate successful interpersonal relationships.

5.6 The Effect of Personality on Group Interaction

In examining the research on the effects of different leaders and leadership styles on the small group, the effect of personality on group interaction begins to become evident and a resumé of the work on small groups would not be complete without some reference to the effects of personality on group interaction. Here, the work of Slater (1955) on role differentiation in small groups is of significance. Slater suggests that choice of role is determined by personality factors as well as situational ones. He illustrates this in his discussion of "the great man" concept where the role of task specialist is combined with that of socio-emotional leader. If the leader, because of personality needs, is dominated by his role of task leader to the exclusion of the needs of others, his aggressive problem solving may create a low status consensus group. Similarly, if, in his role as socio-emotional leader, he has

needs that force him to avoid all conflicts and use ingratiating skills to an extreme degree, then the group may suffer. Slater showed that different roles developed in different groups according to the task undertaken and the personalities involved.

Thibaut and Kelly (1959) said that as far as leadership functions are concerned, research evidence seems to indicate the desirability of centralising some of these functions in the leader role and distributing or delegating others throughout the membership.

Carter (1955) evaluating the performance of individuals as members of small groups observed three facts to which he suggested all behaviour could be ascribed. The effort the member made to achieve personal goals, the efforts made to assist the group achieving its goals and the effort made to develop satisfying relations with other group members.

Haythorn (1955) was able to isolate certain characteristics that he perceived as helpful to group functioning, and listed these as co-operation, efficiency, insight into group morale, productivity, cohesiveness and motivation. Other behaviour that included aggressiveness, self-confidence, initiative, interest in individual solution and authoritarianism he saw as having a negative effect on cohesiveness and friendliness within the group. Social behaviour that increased friendliness

and social interaction could, he believed, sometimes reduce group motivation and competition.

Occasionally it may have to be recognised that a mutually satisfactory equilibrium is not always possible for some groups whose members may prove to be incompatible. Argyle refers us to the work of Schutz (1953) who found that if more than one person with a high degree of dominance was placed in a group the members were likely to prove incompatible. Also, he believed that members with greatly differing levels of affiliative motivation were often incompatible as they proved ineffective in tasks that required co-operation.

Group members may bring many social needs to their work situation which may affect the way they carry out their role, for example, needs for identity and self-esteem, for affiliation, for security and power. In extreme cases these needs may prove disruptive for the group. In the same way, Phillips (1965) found that strong ego orientated needs of members were disruptive. For a group to achieve equilibrium it would seem that stable personalities should predominate, as personalities that are rent by internal conflicts are apt to cause constant conflict within the group. Carter (1955) found that mature personalities, showing adaptability and acceptance of others facilitated effective group functioning, but personality traits that included suspiciousness, eccentricity and coolness were apt to create problems.

I would wish therefore to argue that personality may be an important variable in successful team functioning and that successful team functioning may rest on several such variables, for example, the effectiveness of its leader, the satisfactory achievement of its tasks and the successful nature of its interrelationships.

5.7 Summary and Implications

We have looked at the interactions that take place between the members of a group and have seen how necessary it is to achieve a stable pattern of interaction that is acceptable to all the members of a group in order for it to function efficiently in relation to its task.

The introduction of a newcomer to the group, a situation that could arise quite frequently in a school, could effect the working of the team while the newcomer becomes accepted by the group and identifies with the members of the team.

We can see that the balance between task orientation and socio-emotional orientation within a group is a delicate one and will affect the efficiency with which a group completes its task if a correct balance is not reached. Again this must have significance for the team working in a school.

The effect of leadership styles and the personality of the leader of the group has also been shown to effect the successful

working of a small group, so that the personality of the co-ordinator could be a factor in good team management.

Similarly the personalities of individual group members should not be ignored as the most successful groups were those where mature personalities dominated. Group members bring many social needs to their work situation which could effect how they carry out their roles and in extreme cases could prove disruptive for the group.

It seems likely that where teachers are being asked to work more closely together as in a team situation, some attention must be given to the personalities of the individual members of the team if it is to be successful in achieving its task.



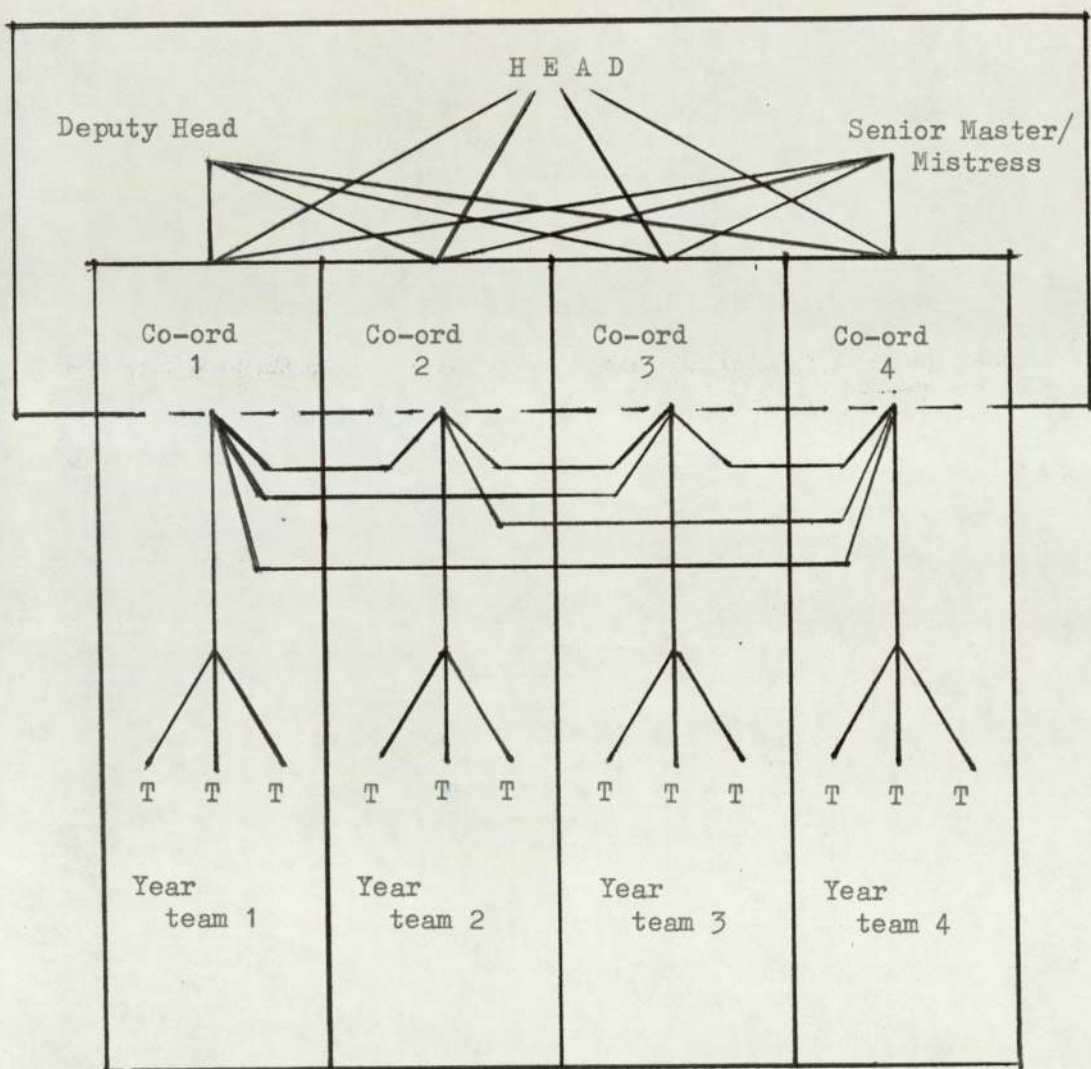
CHAPTER SIX

THE ROLE OF THE YEAR CO-ORDINATOR

- 6.1 Outline
- 6.2 The Co-ordinator as Leader of a Small Group
- 6.3 The Co-ordinator, a Multiple set of Roles
- 6.4 The Co-ordinator as a Member of a Management Team
- 6.5 The Role of the Co-ordinator in Relationship to the Children Under Her Care
- 6.6 The Co-ordinator a Position of Stress?
- 6.7 Summary and Implications

Figure V11

The position of the Co-ordinator in relationship to the small groups and the communication system in Beaconsfield Middle School.



CHAPTER SIX

THE ROLE OF THE YEAR CO-ORDINATOR

6.1 Outline

Having examined in the previous chapter some of the theory relating to small groups I shall now attempt to look at the practical situation as it has developed in Beaconsfield Middle School. I shall try to illustrate the connections between theory and practice by looking at some of the ideas and thoughts expressed by teachers working in the school.

I shall look at the role of the co-ordinator under the following headings, the co-ordinator as a leader of a small group, the co-ordinator, a multiple set of roles, the co-ordinator as a member of a management team, the role of the co-ordinator in relationship to the children under her care, the co-ordinator, a position of stress?

These are obviously rather false divisions and there is considerable overlap but they are introduced in the expectation of bringing some form of order to what is a most complex role.

6.2 The Co-ordinator as a Leader of a Small Group

In the previous chapter we discussed the effective role of the leader as involving competence as a task leader and as a socio-emotional leader but leadership also involves questions of status and power. It could be said that the co-ordinator

is supported in his role as task leader by the status invested in him by the social system of the school. Argyle (1969) has defined power as 'a persons capacity to influence other members of the group'. This we can see may be part of the quality of leadership and therefore part of the role the co-ordinator may expect to achieve within his team.

Gross (1958) defined role as a set of expectations or evaluative standards applied to an individual occupying a given status in society. This position can only be completely described by describing the total system of positions and relationships of which it is a part, as each relationship affects the others. In looking at the role of co-ordinator and his relationships with a small group, i.e. the team, we might assume that the teams expectations of the role might include the co-ordinator acting as task leader and socio-emotional leader so that there might be some pressures exerted upon her by the group in order to fulfil these expectations. According to Katz and Kahn (1966), leaders of small social groups may be called upon to legitimate their role of leader by demonstrating expertise at the job, and although formal authority is given a co-ordinator through the status of his position, there is a possibility that because the group is small, pressure could be exerted on him to confirm his expertise.

Although in the majority of middle schools the co-ordinator is also a class teacher her major role is perhaps more frequently seen by her co-workers in the school in which I am researching as being that of leader of a team or small group, and extra free time is usually allotted to her for the performance of her role as leader. Thus her status is supported by the social system. In this performance as a leader she will probably have responsibility for the planning and execution of major areas of the curriculum, and the efficiency with which she is able to do this may depend to some degree on the development of satisfactory relationships with her team for she will need to organise and use the knowledge and talents of teachers and this will involve her in recognising professional strengths and weaknesses and planning accordingly.

The following quotations were made by teachers working in a team and indicate their expectations of the role of co-ordinator:

"I see the role of the co-ordinator as one of leadership - but guidance rather than dictatorship".

"A co-ordinator should show respect for the other team members and be prepared to accept their ideas - even to the extent of being out voted. A co-ordinator who only wants to dictate does not gain respect and certainly doesn't help the team to work effectively".

"A co-ordinator must be approachable, should ask team opinions, assist with problems, be diplomatic and tactful especially if having to tell a team member that they are in error, accept criticism and differences

of opinion, be a decision maker and should be able to discipline children when necessary without undermining a teacher's authority".

"He/she must have a sense of humour!"

I observed during the course of my research the breakdown of one team, and it may be enlightening here to quote from some of the notes I made at that time.

"The co-ordinator told me that she was experiencing difficulty in communicating with the youngest member of the team. She said it was obvious he did not agree with the goals and standards she hoped the team would achieve and yet he would not offer his opinion at team meetings. During this time the mature probationer began to experience discipline problems and this caused further complications. The co-ordinator did not or could not give the degree of support needed and so the probationer found support from the youngest 'deviant' member of the team. She perceived this only in terms of a further breakdown of task achievement and attempted to try to save the team by trying to achieve the tasks by herself supported by the fourth team member.

It became evident that relationships could not be repaired and so the third term was spent with all members of staff teaching as class teachers."

Because the co-ordinator could not continue to sustain her role the role and task had to be re-defined. This also perhaps illustrates the importance of the leader being able to influence other members of the group as well as sustain relationships even under trying circumstances.

But how do the co-ordinators view this aspect of their role?

One co-ordinator made the following remark.

"Yes, I do feel there are difficulties linked with the role of co-ordinator. Its not always easy to bring colleagues mistakes or your own weaknesses out into the open to help each other but its usually worthwhile and all part of our role as communicator".

An interesting use of the word 'communicator' that suggests this co-ordinator feels she has some responsibility for explaining each to the other.

Another co-ordinator spoke of some stress in the role and then went on to say

"I feel very strongly though that the advantages outweigh the disadvantages greatly in that you are actually in the front line, part of the decision making unit of the school".

Yet another co-ordinator admitting to some strain said

"Although I sometimes feel exhausted or frustrated or that there's no answer to the problems we face as educators in a society which is in need of education towards redundancy, I wouldn't relinquish the post with ease. Its a good feeling to see children growing in confidence as their skills improve and to feel that your year group has helped that child grow and develop new skills. I like dealing with 'my team' making decisions as to how or why something is to be taught. Its a most rewarding post if you are prepared to put a lot into it, otherwise I could see it as a drudge".

One co-ordinator summed up the job like this

"The primary importance of the co-ordinator to the team is that of leadership and innovation. One has to be able to do what one asks of others in all aspects of work. One has to be vigilant in regard to progress or lack of it. Vigilant for new ideas or better approaches to teaching".

Reading through their answers and listening to what was said one gains the impression of a group of teachers who, while fully appreciating and admitting to some strain in their position, nevertheless enjoy that position as a leader and derive job satisfaction not least from the opportunity they have for decision making.

6.3 The Co-ordinator, a Multiple Set of Roles

The role of the co-ordinator can be described as a multiple set of roles involving many different situations (much as Blyth and Derricot (1977) described the role of the middle school teacher, see Chapter I), planning work, discussing work, organising the practical environment and outside visits, taking lead lessons and year assemblies, acting in a pastoral role and maintaining discipline, all perhaps requiring different styles of leadership. It would appear that the role of leader would need to be flexible and that it might be likely that members of her team would have different expectations of her role in these varied situations.

One co-ordinator described his role thus:-

"The role of co-ordinator is basically determined by three factors, these are the demands from the head, the team, and by one's own concept of the role. It can be a nebulous and even ambiguous role varying from that of a rubber stamp to something which approaches the responsibility of a deputy or senior master. In general terms it is not as clear cut as a senior master or deputy. Primarily I understand the role as that of

a) leadership, and b) that of innovator. However, there are other important aspects such as public relations in and out of the team, disciplinarian, adviser, administrator, plus a means by which the head may maintain information at grass roots level".

Another saw it as sharing responsibility among senior staff and as involving responsibility within the team for organisation, curriculum, administration, pastoral care and a full teaching role.

Another spoke of the particular difficulties as

"dividing a finite thing like time between the infinite responsibilities, and tasks arising from such things as class teaching, team and year leading, stock controller, disciplinarian and sometimes probation tutor".

This same co-ordinator spoke of the additional load that is sometimes linked, by making the year co-ordinator also a subject specialist. Again the same co-ordinator spoke of "responsibilities without real teeth" and the difficulties encountered if you have one scale 2 and two scale 3's (equivalent to yourself) in your team.

"Its not easy to get one's point of view implemented without telling tales".

This is an interesting comment if, as in this school, two original subject specialists had the equivalent status of the co-ordinator. It may be just as well that the equivalent status anticipated by pamphlet 57 did not in most cases materialise!

Yet another co-ordinator described her role as

"having total responsibility for virtually anything that happens within the year, i.e. pastoral care, stock ordering, schemes of work, etc.

She goes on to say

"the co-ordinator in a way is a 'link man' - the co-ordinators in turn being co-ordinated by the head. I feel the idea of a team leader is an excellent idea as it enables the best use of the various talents of staff to be made. Also individual members of staff feel they are making a positive contribution to the running of the school".

The curriculum is also yet another area of responsibility for the co-ordinator.

"The co-ordinator has to have a reasonably deep knowledge of quite a range of subjects and also be able to organise and teach them - this in fact can be interpreted as an advantage although some co-ordinators think it is a disadvantage of the job - possibility of becoming 'jack of all trades' and 'master of none'."

In some of these definitions of their multiple roles the co-ordinators have made direct references to their role with senior members of staff and it is at this aspect of their role that I would now like to look.

6.4 The Co-ordinator as a Member of a Management Team

In the middle schools in which I have researched it seems to have become an accepted pattern for year co-ordinators to join the senior master/mistress, deputy headteacher and headteacher for discussions on matters of curriculum planning and school policy on a regular basis. It is therefore likely

that with this management group the co-ordinator may be called upon to fulfil the role of committee member which could involve him in helping to make and accept decisions that might have an adverse affect on his year group team. His interpretation of his role within the management group may affect his interpretation of his role as leader of a year group.

The formal goals of the schools may well have to be explained by him to his year group team and he could be held accountable by the management team if these goals are not achieved. His role might be said to have the classic elements of the role conflict that is of representing each side to the other. Argyle (1969) found this happened to first and second line leaders in organisations and referred to them as 'men in the middle'.

An obvious example of this is in the management of money. The team may need extra money to implement a new curriculum development in their year. If the co-ordinator is unable to persuade the management group of the necessity for this they may feel resentful of the fact, while the co-ordinator may have been put under pressure by the group to save money.

However, because the co-ordinator is a member of two groups this could be seen as being beneficial for the social system of the school. It can provide the means for a clearer system

of communication and allow for feedback. The co-ordinator as a member of a year group will herself experience any problems that may arise in carrying out organisational goals and will have the opportunity of discussing difficulties directly with the management group. Alternatively, being herself involved with decision making at this level she might better understand any reasons for organisational change and should therefore be in a better position to explain any decisions to members of the year group.

In the meetings I have observed this seems to happen not infrequently in matters of curricula. Planning that has taken place in teams needs to be adjusted to the other year groups if a progressive whole is to be achieved. Sometimes what has been agreed to at joint meetings is found to be unworkable in the team situation. This may merely relate to lack of resources, specialist rooms or teachers not available at certain times. Remedial work planned in this way sometimes suffers this fate.

Parsons (1966) has pointed out that role conflict can be important as a source of motivation leading to social change.

A co-ordinator outlined the situation as he saw it

"The co-ordinator being close to the hub of the organisation and in greater contact with head and deputy has a better understanding of the school ethos, and thus is in a more knowledgeable position

to promote it, especially in aspects of discipline, safety, and school organisation in general. Maintenance of a cohesive influence - however, in practice this is not easy to achieve as various conflicts can arise. For example one team may decide to embark on a special project which necessitates the partial re-arrangement of the school timetable and possible reallocation of specialist staff. Other teams may not be willing to tolerate minor disruptions of the time table".

Co-ordinators are therefore well aware of having a foot in both camps and of some of the difficulties that arise from being in this position. A co-ordinator describing her role gives us a further insight into her position.

"Of primary importance is to see that the team follow through all the policies of the school, discipline, curriculum and pastoral in the most efficient way, as happily as possible - "Link Man" between policy makers and shop floor, which is a two way process as feedback occurs via co-ordinators to senior staff. Support service for members of staff who are a) not sure of subject or materials or b) who need extra ideas or materials to improve their lesson. Responsibility for keeping a small family group of children and staff within the larger school unit informed, happy and working to the best of their ability whilst fully aware of the rest of the school and how it works. Also important is innovation and evaluation of new approaches to discipline, school subjects and the whole running of the school including decision making".

There would appear to be every reason for assuming that the role of co-ordinator is one of importance for the social systems of the middle schools as observed in this research.

6.5 The Role of the Co-ordinator in Relationship to the Children Under Her Care

As well as maintaining relationships and care for the children

in her class it has been observed that the Co-ordinator has pastoral responsibility for the year group. This appears to involve her in dealing with any children that have behavioural problems or particular discipline problems. Members of the year group team often refer such problems to her and she appears to have responsibility for signing any detention slips or deciding to pass on any exceptional cases to the deputy head or head. She is also expected to notify the head of any children within her year she suspects of truanting, and will write to parents on behalf of her year group team if a visit is considered desirable. Members of her team are expected to refer to her any children who appear to be experiencing difficulty with their work or who are not progressing as expected. She may arrange year group meetings to discuss these problems as well as to discuss work programmes.

Some of these problems may prove to be a heavy burden for the co-ordinator as was the case of John, in the fourth year. John had been a behavioural problem since he entered the school and had been seen by both the school psychologist and the psychiatrist. In his third year at the middle school his father had died suddenly and since then John appeared to have become increasingly more difficult.

In the incident quoted the co-ordinator was talking to the head.

"It's John, I just don't think I can take any more, I thought I could but with people coming to you all the time complaining about his behaviour - I mean, what can I do? I know I seem to be the only one he will do anything for but I can't have him all the time - not that he really does much for me, just sits or wanders about".

"I feel awful really, I thought I could hold it, but what for, he won't last three weeks in the High school - in the end it gets you - you go on giving and trying to keep the peace but what for, it doesn't really help me or him, I just feel I can't take any more - I've tried not to send him to you, I mean what can you do..."

One co-ordinator spoke of the importance of dealing with children with problems.

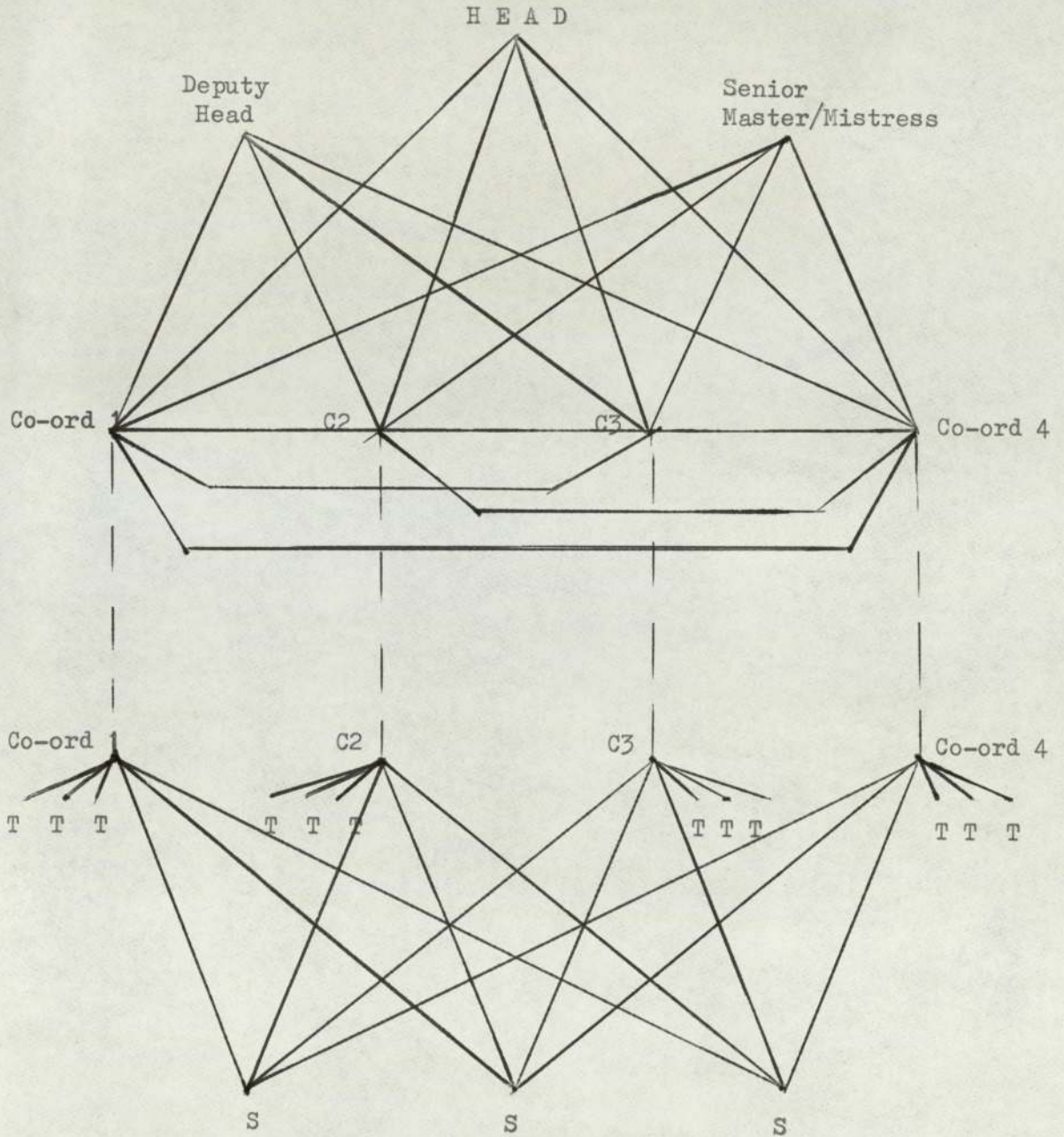
"If all team members and visiting staff are aware of a child's problems a set way of dealing with that child and his/her symptoms can be more easily understood and dealt with without confrontation of an unpleasant kind. I don't feel this is a case of labelling a child 'PROBLEM CHILD' as all who teach him are concerned with overcoming if possible that child's problems - being aware can only help you both".

Another said, she felt the role of the co-ordinator directly benefited the children in her year -

"it gives a definite structure to their school because the co-ordinators pass down the relevant information to the year staff which must make the day or subject run more smoothly, therefore helping the child to have a more stable existence within school. In our school I feel we must keep this stable calming air as most of our children lack this type of structure or atmosphere at home. However, unfortunately, I feel at times we are all too often seen as punishers rather than praisers of good work or helpers when there are problems at home or school".

Figure V111.

The position of the Co-ordinator within the communication network of the formal system of Beaconsfield Middle School



Legend:

- C : Co-ordinator
- T : Teacher
- S : Specialist without responsibility for a class

Others too commented upon the role of disciplinarian and the effect it might have on their relationship with children in their year.

"The unfortunate aspect is disciplinarian - this can have side effects if the children don't know you - this happens mainly at the beginning of the year".

Generally, co-ordinators felt that their role helped them to know children in their year well.

"A co-ordinator can monitor the all-round development of a child because the co-ordinator sees the child in many different situations - doesn't just teach one subject".

"A child in the year team has more group identity - security - close relationship with several staff, a greater range of exposure to adult personalities".

"A co-ordinator is an educational ombudsman for any child with a feeling of injustice - someone who will listen objectively".

6.6 The Co-ordinator, a Position of Stress?

It may be seen that the position of co-ordinator can involve many more roles than that of class teacher. Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964) found that a person in a liaison position, linking two departments, was likely to be subjected to many conflicting role pressures because his role set consisted of persons in two separate units each having its own goal, objectives and norms. Although the division between the two groups may not in the middle school be so clear cut, it is still a possibility that pressures

may be experienced in the role set of the co-ordinator.

The co-ordinator may be helped in his role by the climate of the school. If strong bonds of trust and respect have been built up within the school it may be likely that shared problem solving will have been encouraged. The style of leadership demonstrated by the head could be an influential factor in creating this climate.

If, however, the co-ordinator is seen as being unwilling or unable to respond to the pressures exerted by the role senders from the two differing groups, a further set of pressures may be initiated which might lead to a modification in the demands made upon him, that is an alteration in the job specification, or formal division of labour.

It is possible that when extreme pressures are experienced in the role set of the focal person, mental health may be affected and he may be seen as failing in his task which may threaten his self-esteem. Thus anxiety can develop and defense mechanisms may be set up that lead to a distortion of reality so that his behaviour may become less adaptive, which can cause changes in the level of aspiration.

During my time as a participant observer I saw one co-ordinator being placed under quite deliberate stress by a member of his team. The team member concerned had a strong personality, was

highly task orientated and had a reputation for being an efficient and successful member of staff, while the co-ordinator although liked, was known to have difficulty in organising his team.

She appeared to be deliberately setting out to undermine the authority of the co-ordinator not only in the team but also in the staffroom. She took to tapping her foot constantly through team meetings, to uttering sighs, looking at her watch and adopting an amused patronizing manner. Within the staff room she talked loudly of inefficient planning and poor organisation in the third year team.

He found himself in a situation where his authority was constantly being undermined, not only within the formal system of the team but within the informal situation in the staff room. He obviously suffered further insecurity which resulted in stress and severe headaches. This affected the smooth running of the team which resulted in further undermining of his authority and greater feelings of insecurity.

It may be, therefore, that some personality types are better suited to the strains of such a focal position or better able to formulate coping strategies.

I would, therefore, suggest that as a focal person in the pattern of interactions within the social system of the middle

school, the co-ordinator while being subject to many different pressures, is a key factor in the smooth running of the school.

Some of the quotations already referred to would also seem to give credence to this. The episode concerning John illustrates the extreme pressure that can be created for a teacher by one very disturbed pupil. The responsibility referred to by one co-ordinator for keeping the family group happy (the team) and yet being aware of the rest of the school and school policy. The conflict that may arise between teams if one team wishes to pursue a project that involves timetable changes.

It is possible that for the co-ordinator who is called upon to maintain these roles and their attendant relationships there may be some cost in terms of psycho-emotional strain as indicated by the co-ordinator who speaks of exhaustion and frustration.

One co-ordinator spoke of the importance of team relationships,

"Where staff prove to be really incompatible it can wreck team spirit. A disaster influencing all concerned but equally too strong a team spirit might disembody the team from the general school ethos and unity".

"I feel expectations from the team are both explicit and implicit - discipline, reinforcement, expected to have some of the answers to team problems - co-ordinators provide a sounding board for criticising decisions from higher level. As representatives of school policy we are in the position of being able to

explain ideas and to pass on comment, from both shop floor and management and vice versa. Team members may ask for support in certain situations, new ideas, applications for courses, grievances".

Again there is evidence of the strain involved in explaining one side to the other.

"The 'piggy in the middle situation' can be difficult because one may have to cope with criticism from both sides or pass on adverse reactions. Criticism of a team member when you are both one of them sharing their common situations - but also in authority - a difficult combination to resolve. There may be competition for status from other co-ordinators and difficulties in agreement may arise unless authority can arbitrate. For example, how should children behave in certain situations - dealing with children from another team".

Another also referred to the expectations from her team members.

"I also feel they expect me to be a "prop" when they feel uneasy about a particular approach or new ideas: I'm often a sounding block for their ideas before they try them. They expect me to be good with children especially with regard to discipline and rewards when the children have worked well".

One co-ordinator admitted to feelings of guilt arising from the ambiguity of her role, what were her responsibilities?

"...mainly due to lack of time I feel guilty when I take class time to deal with problem children or administration. Sometimes I'm not sure whether certain problems fall under my responsibility or whether they should be passed on to the deputies. Occasionally I worry as to whether I've put the right things into the years subjects, will we have enough time to cover these projects properly? Will the foundation we lay with the children be sufficient for their work in the next year. All of these situations cause stress to some degree but I find that problems with team members often cause friction and stress because if a team isn't working smoothly and efficiently its the children who ultimately suffer".

All the co-ordinators I spoke to at some time passed remarks that indicated they felt that the relationships they had to handle presented the most difficult problems.

"You try to solve problems with the least disruption but when communications break down....."

"Difficulties are caused if personal relationships are strained between staff in a team. When a staff member has an inflexible attitude and causes a 'showdown', when individual attitudes differ on classroom organisation, discipline and noise level - these cause friction especially in an open plan area".

"team members often come for advice on professional and personal affairs".

"stress is not always originated within the year, external influences can be the cause, I feel its also infectious".

I believe these comments also show the degree of personal involvement the co-ordinator has with her team, far more than if they were colleagues working in other classrooms. It also seems to suggest that many of the team members regard the co-ordinator almost as a mother figure, someone not only who helps them with professional advice but also someone with whom they can discuss their personal problems. As was said in chapter four, members of groups bring many social needs to their places of work.

However, at least one co-ordinator viewed the whole business of problems in a more philosophical way.

"A problem shared is a problem halved, discussion in a team is often a valuable source of alternative solutions to problems - one could become over involved with a year team, more likely in a large school, here we have a good relationship together, there is much cross fertilization of ideas and many social friendships not based on year groups".

Many of the quotations I have already used do indicate that co-ordinators are sensitive to relationships throughout the school. They appear to be aware of the danger of becoming too involved in their own teams and appear to accept a responsibility for the whole ethos of the school.

In the co-ordinators formal role we have seen that she appears to be a link between staff in different status positions and if her interrelationships in the staffroom, that is within the informal order, reinforce this she may be influential in creating a cohesive staff with little emphasis being put on status differentials within the informal order. In this situation the formal order is supported by the informal order and strengthened by it which must have a beneficial affect on the formal goals system.

A different situation may arise, however, if a co-ordinator perhaps because of pressure she is experiencing acts in an aggressive manner and perhaps restricts her interrelationships to members of her own team and other co-ordinators. Her behaviour might be seen as dysfunctional for the formal system, perhaps breaking down any feelings of solidarity and agreement on the norms, values, and goals of the school.

A hint of this was perhaps shown in an earlier quotation when a co-ordinator spoke of 'competition for status' between co-ordinators and one co-ordinator referred to the conflict

that can arise if one team wishes to pursue a project that involves time-table changes.

6.7 Summary and Implications

Thus I would wish to argue that the co-ordinator within Beaconsfield Middle School might be said to be in a primary position of influence. As a direct link between the team of teachers and the senior mistress/master, deputy head and head, she may be seen to have the power to facilitate or hinder communication and she also has the power to act as an innovator helping to formulate policy and goals for the organisation within the structure of the management team.

As a practitioner within the year team she is also able to make judgments about the possibilities of curriculum change and assess staff reactions to innovations. Together with the other year co-ordinators her influence may also extend to the informal order and it may be that her leadership and personality could effect the whole climate of the school.

It may be that the power of the co-ordinator to influence the social system of the middle school both formally and informally has become an important factor in the development of middle schools and it may prove to be a different role from any acted by any teacher before the onset of middle schools.

In looking at the data collected in this chapter although it directly relates to the role of the co-ordinator one does become aware of changes in the teachers role in as far as the evidence seems to emphasise the need for teachers collaboration and co-operation, for sharing ideas and even attitudes, and of the need for constant discussion.

CHAPTER SEVEN

THE ROLE OF THE TEACHER IN THE TEAM

- 7.1 Outline
- 7.2 The Effect of the Teachers' Role on Her Personality
- 7.3 The Duties and Obligations of the Role of Teacher as a Member of a Team
- 7.4 Colleague Relationships Within the Team
- 7.5 The Importance of the Personality of the Team Member
- 7.6 Summary and Implications

CHAPTER SEVEN

THE ROLE OF THE TEACHER IN THE TEAM

7.1 Outline

It is intended in this chapter to look at the role of the teacher in the team in more detail, and to try and assess through the evidence presented by the teachers, that is their ideas and thoughts on their role, whether their role has changed.

I shall look at the teachers roles under the following headings, the effect of the teachers role on her personality, the duties and obligations of the role of teacher as a member of a team, colleague relationships within the team, and the importance of the personality of the team member.

7.2 The Effect of the Teachers' role on her Personality

Waller described teachers as tending to be conservative, having a willingness to conform and a preference for security. They indulged, he suggested, in constant talk about teaching which developed into an unhealthy narrowing of interests and an eventual reduction of personality. He believed that they were restricted by the set of roles and attitudes they consistently played and that there was a likelihood of the authoritarian role they adopted in the classroom being extended into life outside the school and possibly resulting

in the personality of the teacher becoming less adaptable.

I would, therefore, wish to argue that the dominant perspective of a teachers role as seen by Waller (1932) was the authoritarian. Certainly the situation he was describing was far more restrictive than any we might find today but teachers in some circumstances may still be expected to adopt highly authoritarian roles. There are daily instances in the press where teachers are blamed for not taking a more authoritative stance against indiscipline or disruptive behaviour and there might, therefore, be said to be some pressure from society to force teachers to stress this aspect of their role.

However, I have also within my research found evidence of teachers feeling pressured by society to adopt a more social role.

One teacher began to talk about how demanding the parents were. When they came into school they wanted to talk about their marital problems and not about the children. It was this that drained teachers, being asked to do something they had not been trained for and didn't know how to handle. "All you can do is listen, just listen".

These incidents, however, would I suggest apply to more general changes in the roles of teachers and not to middle school teachers in particular.

Waller's (1932) description of the restrictive aspects of the teachers role has been supported by Morrison and McIntyre's (1972) findings on the isolation of the teacher in the classroom*. They found that a very small proportion of the teachers time was and is spent in consultation with her colleagues in comparison with the time spent by her in the classroom, away from the company of other adults. Furthermore, they emphasized the fact that neither teacher nor pupil can opt out of this situation, and that to ask for help from a colleague or to evict a child from the classroom is often considered a sign of failure. They underline their belief that the teachers' position as sole authority in the classroom is an important factor in determining their behaviour pattern. This would seem to support Waller's theory of the personality of the teacher becoming less adaptable.

Both studies would appear to stress the effect of working conditions on the role played by the teacher, and the resulting effect of the role on the personality or behaviour pattern of the individual.

I would, therefore, like to hypothesize that the conditions or situation in which the individual teacher plays his role is largely dictated by how the school is structured and organised and that it is possible that in the middle school

*See also Sarason (1971), Hoyle (1969) and Lortie (1975).

I have observed, that has adopted a year group structure, it may have altered some of the conditions under which the teachers work, with resulting consequences for the role of the teacher, and perhaps the teacher himself.

One probationer when asked if she felt she worked more as a member of a team than as an individual made this reply:

"No, I don't feel that way even though I do work fairly strictly to the guide lines provided by the team's year syllabus. I think of myself as fairly autonomous, and if this were not the case I would not view myself as fulfilling a professional rôle. I would not, however, embark on anything really very significant without first consulting my colleagues".

When asked if she thought her status as a class teacher was affected by her role as a member of a team she was even more emphatic.

"No, if I did feel this way an honest appraisal would make me conclude that it must be because I felt myself to be inferior or inadequate in some way".

In the previous chapter the co-ordinators appeared to supply ample evidence of their supportive role in assisting members of their teams but do the team members view this as an apparent loss of authority?

One teacher made this reply -

"My first thought was No - I do work as an individual, but when trying to justify this statement I felt that the 'team' was constantly

in the background in a supportive role. We are allowed to progress as individuals and we are not dictated to or stifled in any way - my freedom is not infringed upon. Team decisions are not sacred cows, and if I feel I suddenly want to branch out in a different direction as an idea might suggest, I don't have to worry about disapproval (obviously, providing my idea is a reasonable one). The team relieves pressure, we openly admit problems without fear of a label of incompetence and try to work out a solution".

Another said -

"I don't feel that my status is undermined in any way. All our team are class teachers and no one stands out as being the dominant character who might appear as "keeping an eye on us" to pupils. I think it is very good for pupils to see a group of people who can work together".

In all, the general consensus of opinion seemed to be that teachers felt the team was supportive, but that it in no way robbed them of their authority or even individuality. Perhaps more teachers felt insecure in their isolated classrooms than ever admitted it.

7.3 The Duties and Obligations of the Role of the Teacher as a Member of a Team

If we accept that a middle school teacher is likely to be a member of a year group team it may be useful to consider the responsibilities and demands that being a member of a team may have on the role.

Within the team situation it is likely that the teacher will be given joint responsibility with other teachers for the learning

undertaken by a group of children usually a year group. This may mean that the size and the composition of the groups may vary as may well the teaching techniques used. Specialist teachers may join the team from time to time and work alongside the class teacher. The teaching may include programmed learning, individual assignments, discussion groups, class teaching and lead lessons or lectures that may involve the whole year group. This may well mean that a teacher in this situation is working very closely with other colleagues, for careful planning and organisation would be needed to carry through such a varied program, and because of this it is likely that some of the freedom experienced by a teacher in adapting her own manner and style of teaching within her own classroom may have been lost. Blyth and Derricott(1977) found that although there was little evidence to suggest that a great deal of team teaching, i.e. teachers working simultaneously with a large group of children, was done, there was considerable evidence that the actual planning and organisation of the teaching within the team was an expected part of the teachers role in the middle school.

At Beaconsfield school the teacher joins in discussing the planning of the curriculum with the other team members including the co-ordinator and the relevant specialist. The agreed syllabus having been accepted by the senior

management team, by the other co-ordinators, deputy, senior mistress and head, as slotting into the relevant overall plan, it may then be interpreted by the individual teacher.

Before this is done the aims for each curricular area are set out in the joint team file as well as the objectives for each half-term. Resources to be used are also set out and any visits planned. Each team teacher in the third and fourth year teams will be responsible for teaching her children English, geography and history, as agreed to by the team. In the first and second years she may also be involved in teaching mathematics and science and possibly French and physical education. There are of course some exchanges within a team, according to the subject expertise of its members. At the end of each half-term a team evaluation is made of the work accomplished and any suggestions for alterations because of problems encountered or future plans are set out in the team file.

During my research I did talk to one young probationary teacher who was feeling rather worried because she was finding it difficult to reach targets set by the team. This involved completing a certain section of work in history by a certain date. Inexperienced at class organisation she found it was taking her much longer to achieve. She was also experiencing some discipline problems, but

when this was noticed she received immediate support from the co-ordinator who finally removed one very difficult pupil from her class, thus enabling her to manage. Within the traditional classroom she would not have experienced the same need to complete work at a certain time, although it is also arguable that she was at least having some guidance as to expectations. Certainly, she might have been left to sort out her discipline problems and have felt some reluctance in approaching a senior member of staff.

A double effect may have been created by the co-ordinator setting the team aims and so causing anxiety, only to reduce that anxiety by providing the necessary support.

Another probationer, when asked if the aims and objectives set by the year team were helpful, had this to say:

"Yes, my being a probationer makes this particularly the case but even speaking in general, I think I am a person who likes to know in which direction I am supposed to be travelling. School life today has quite a lot of pressure in it so that I feel that anything which makes for efficiency has got to be valuable".

For the young teachers the team may prove to be supportive, and may enable them to learn their craft more quickly.

Further evidence was supplied by an experienced middle school teacher of seven years standing, who said that being a

member of a team had psychological advantages for staff as it provided "security" and "a sense of unity".

"A common front is frequently presented, thus giving mutual support and allowing development of understanding to grow".

She felt herself to be 20% a team member and 80% an individual. This percentage, she suggested, varied according to the rise and fall of projects which made for temporary links between individual team members for set purposes.

She spoke of the relationships between the adult members of the team being observed by the children, and gave some interesting comments on this which link with and develop further the comments made by other teachers.

"Children can be very aware of mutual respect between team members - this gives a new dimension within the classroom".

She would appear to be inferring that class identification with their teacher was enhanced if that teacher was seen to have achieved respect from her colleagues. This would suggest that this could have a direct effect on class control and if the member of staff's relationships with her team colleagues were seen to be good, her class would be more prepared to grant her due respect and be less likely to present undisciplined behaviour.

She went on to develop this line of thought in the following way.

"There is a possibility of class identification with a teachers' status within a team - I have known a class become jealous of their teacher's dignity when other members pull rank, no matter how petty the indications of this".

She saw the team as being beneficial sometimes for the children and teacher, who might be experiencing particular difficulties with their relationship.

"Childrens identification with class teachers extends to other team staff which can ease relationships in case of clashes, e.g. they will talk more easily to an unknown teacher they have seen their teacher chat to".

She concluded that:-

"Status can be slightly adversely affected if inter staff communications fail".

This emphasis on staff relationships being observable in a team, and being seen by teachers as affecting their relationships with the children in their team, I would like to hypothesize, introduce a new dimension to the role of the teacher that may have been there but not obviously so when the teacher's activities were limited to teaching one class within the closed walls of the classroom. It would suggest that the teachers whole personality assumes a new importance in the context of her role as teacher.

Other remarks have been made by teachers working in the team situation and comparing it with the classroom.

"Discussion of aims and objectives clarifies them in your own mind and discussions held in common have the effect of hardening resolves".

"Common aims are held in sight much longer and can be renewed by continued discussion".

Both these remarks would seem to indicate difficulties that can be experienced when working on ones own in keeping to the aims and objectives you have set out for yourself. Thus, again suggesting the subtle support of a team in the background, and also the duty it imposes in obliging you to stick to your agreed goals.

There is also perhaps a pressure for all teachers to be seen to be making a contribution to the team planning and resources as indicated by the following remark made by another probationer.

"I certainly think this is most valuable and that maximum benefit to all the team could be brought about by early consultation about who will do what in which areas of the curriculum. I do feel that in some ways I have been personally somewhat remiss here in offering to my team fellows very little of my own class preparation. This has been due, however, almost entirely to the feeling that I am still in a learning situation and that for the most part, what they themselves do, is likely for the present, to be superior through sheer experience, to anything I might offer".

A more experienced teacher hinted at the pressure that a team can impose.

"The slight element of competition keeps individual teachers on their toes".

and also at the pressure the cost of arriving at an agreement can bring.

"There can be conflict in deciding just what is important and restriction of individual teachers choice can be a problem and a loss. Can there be much more flexibility here? Again this would seem to depend on personalities".

On a very much more practical level another teacher had this to say:

"Obviously, sharing resources with team members is useful, but I am very careful about lending personal property to others after having some damaged or not returned in the past. A general resource list is extremely helpful, the sharing of resources such as text books needs careful organisation with reference to the time table at the beginning of each year. If this is not planned, the result is confusion, time wasting and frayed nerves".

It may be, therefore, that interrelationships between members of a team may assume a new importance as we have already observed in regard to their role with the children. Blyth and Derricot (1977: 124) quoted a headmaster as saying that one of his major priorities in appointing staff was a search for people with the ability to establish a high degree of compatibility with colleagues.

It might, therefore, be suggested that a major perspective of a teachers role within the middle school seems to be one not of autonomy but of co-operation and a substantial part of the teachers time will be spent in co-operative planning. In support of this, Blyth and Derricot (1977: 129) found that among head teachers they spoke to there seemed a general agreement on a more open system where teachers were encouraged to participate in policy decision making. Some of the evidence we have already quoted would support this. They identified the four key concepts of consultation, co-ordination, continuity

and communication as being peculiar to the middle school and leading to the development of a collaborative ethos.

The following extract from Ginsburg et al., (1977: 69:70) is written by a co-ordinator in a middle school and describes the role of the middle school teacher.

"Immediately they join the staff, almost all become members of a team of teachers. They are required to co-operate to some degree with their colleagues and participate in some way in decisions taken over the curriculum and the pastoral care of the children. They may not actually 'team teach' in the sense of more than one teacher being involved with a group of children at any one time, but they share a corporate responsibility for the children in their year. Coupled with the moderate size of middle schools this means that they are then 'forced' into a position where they consider the education of each child as a whole rather than retreating into a narrow view of their role where they only consider their own small compartment. It rapidly becomes obvious that any decision taken by an individual teacher affects the school community as a whole. Co-operation becomes the norm and a feeling gradually evolves of working with others towards some common aims. These common aims have emerged in middle school largely as a result of the organisation of the school which has facilitated co-operation and, therefore, constant discussion, examination and re-appraisal of what education should be for a middle school child".

This would seem to provide support for a collaborative ethos, but also in the Aston report (1977: 37) there is comment on the teachers reluctance to leave the isolated classroom even when large areas for team teaching had been incorporated into the design of the building. This might seem to indicate a continuing desire for autonomy within the classroom, but in fact may merely reflect that changes in role are gradual or

that collaboration in terms of planning and organisation combined with classroom teaching are a satisfactory compromise as perhaps suggested by the view adopted by the co-ordinator quoted above.

It would seem that this new perspective in the teachers role may call for new skills and that some understanding of small group theory and group processes might be of value.

7.4 Colleague Relationships Within the Team

One of the problems teachers working in this way may have to face is that they are more likely to come into conflict with colleagues, particularly if they differ greatly in their educational attitudes and goals. Some of the evidence already quoted indicates this, e.g. lending personal property. Morrison and McIntyre (1972) said that when choosing a team attention must be given to the attitudes and personalities of its members and their relation to the various roles required of them. The organisational role played by the teacher in the team will usually be clearly defined but the instrumental and expressive roles may be interrelated with other members roles and may not be so clearly comprehended.

If the suggestion made by Sarason (1971) is true that teachers have become adapted to being psychologically alone and, as Lortie (1975) suggests, they are principally motivated by psychic

rewards which cause their overwhelming loyalty to the classroom, then to place them in the environment of the team may call for some initial adaptation on their part.

Interaction between teacher and teacher has in the past been limited. Weick (1976) suggests that this is partly because the problems a teacher encounters tend to be individual and so do not necessarily relate to the teacher next door.

It may be that initially within the team the teacher may experience some tension between their feelings of autonomy and their expectations of participation. Lortie (1975) found that the teachers craft was marked by ambiguity, especially in the matter of assessment and criteria whereby assessment might be made. Where the teacher is now involved in the role of collaborator, values may be even more crucial and teachers criteria observable.

Certainly the pressures created by a group commitment to certain aims and objectives must create its own pressures and duties and obligations arising from this commitment to the team. This must in turn depend to some degree on the stability and success of the relationship between the team members.

The fact that relationships are at the forefront of the team members thinking is well illustrated in the following remarks.

"I think it is most important that help should be given by the co-ordinator to a probationer or someone new to the team - they should be the first 'friend' within the team, informing as to all the minor, but oh-so-important procedures, and general aims/problems/areas of concentration at the time".

These remarks should be viewed in context with the introduction of the new member to the group in Chapter 4.

"You need a sympathetic ear, someone to let off steam to about minor problems or niggles, someone who is on the spot and knows what can be done or not to relieve pressure".

Again, the reference to psychological support.

"Each team depends almost entirely on the personalities involved though structures can be developed to make working together smooth enough even in cases of personal dislike. Each team works out the degree of 'closeness' individual members will tolerate and normally 'subgroups' will form within the team because of natural general affinity, shared sense of humour or interests, or for specific purposes to develop a term project, a particular lesson, etc. These seem to me to be the most valuable working relationships".

However, some problems that teachers face may in some instances appear very similar.

"Firstly, when admitting that there are problems we don't have the problem of an individual saying in a condescending manner 'Oh, but I don't have any trouble with that child'. We are all able to compare notes and decide upon a plan of action. A team situation means that an individual does not have to constantly suffer a difficult child which also means that one member might find a successful way of coping with the child which the others can then attempt. If the difficult child tends to relate to one teacher more than another then it is helpful if that teacher reasons with the child - (or whatever happens to be necessary). The spontaneous backing of a member of staff when a difficult situation is seen arising is helpful and done without any feeling of 'toe-treading'. Here too pupils see us working as a unit".

Havinghurst and Neugartton thought that collegial relationships between teachers were ancillary to those made in the classroom, and that the teacher was heavily motivated by psychic rewards. The middle school teacher, however, would appear to be involved in a complex interaction with colleagues as well as with pupils, and the possibility exists that this change of emphasis may affect the teachers orientation so that he will turn more towards his colleagues for psychic rewards. Identification with a small group may create greater job satisfaction and lead to greater identification with the organisation as a whole.

This is clearly demonstrated by the attitude expressed by the co-ordinators (Chapter 5), they seemed to have a feeling of responsibility and an identification with their team and also related and extended this responsibility to the whole school.

7.5 The Importance of the Personality of the Team Member

It is possible that different demands are made upon the teacher in the middle school. It may be that in this fairly flexible system the personality of the teacher acquires a new importance at the expense of individual autonomy.

One team member expressed herself thus:

"I can't work with people I can't get on with. Three of our team are quite friendly out of school and can almost say anything to each other without ill feeling when something needs to be said. The kids also see how well we get on which I think is important".

One is therefore led to make the assumption that the personality of the team member is of significance to the success of the team.

Team members also regarded the personality of the co-ordinator with great concern

"One who is fussy, trivial, dictatorial, tactless, doesn't like to put themselves out in any way, only in it for the money, etc., makes life a misery and has an adverse effect upon team members. On the contrary one who is enthusiastic, talented, diplomatic, approachable, full of ideas makes me enthusiastic, therefore more efficient and willing to please and assist".

It would also suggest that some personalities can create difficulties for a team and some remarks illustrated this.

"Continuous, non-constructive criticism can crucify eroding self confidence".

"All female teams are lethal".

"Formation of cliques within a team are deadly".

"There can be a jealous preservation of rights and privileges leading to non-democracy".

"Poaching ideas can lead to a general attitude of resentment".

More generally, however, there was some feelings of satisfaction with teams.

"I'm not certain that our interpretation of 'team' is the same as that of the instigators of the middle school system. I enjoy working with a group of people

who share the same aims and objectives, and who are prepared to work together for the common good of the pupils. I think I am fortunate in being in a team where this is the case - we are very settled and there is no oneupmanship to destroy our relationship. Not all teams are happy teams - it very much depends upon the personalities".

And a team member expressing her feelings on her role in the team:

"Working in a team has offered support, help, friendship - therefore happiness (usually!) and satisfaction".

One long standing member put forward another and perhaps less glowing point of view. She worried that a team might fossilize and become complacent and that this might well increase as well as the 'good' results in proportion to the length of time a team had been together. A case perhaps of the socio-emotional satisfactions taking over and becoming more important and providing more satisfaction than the task. She went on to emphasize the importance of personalities.

"Teams particularly depend very much on the personalities involved, a light touch and a sense of humour being essential. Team members bear a certain responsibility for evolving the structure of a team, how democratic it is, who can be depended on for what".

When researching into Countesthorpe College, Berⁿbaum (1975) certainly found that in a more open situation personalities of teachers and pupils assumed a new importance. Waller (1932) believed the school must always function as an organisation of personalities bound together in a dynamic relation, and

perhaps this middle school organisation gives teachers the opportunity to do just that.

7.6 Summary and Implications

The evidence I have found from talking to middle school teachers about their role and from reading their answers to the questionnaires would suggest they are aware of changes in their role and of new demands being made on them. They more generally feel that their autonomy with the children in the classroom remains the same but they also feel that consultation with their colleagues is important and that they would not alter or change the curriculum without discussion with their team members so that that part of their autonomy has gone.

Most have risen to the challenge this has demanded and have made adjustments in working more closely with colleagues. In so doing many appear to have found a greater job satisfaction and to have become more aware of their relationships with one another and the support they can gain from these relationships. They have also made several references to their good relationships having a beneficial effect on their pupils.

There would appear to be considerable evidence that the year team has wrought changes in the role of the teacher, and in so doing has brought to the forefront the personality of the teacher, and I believe this is recognised as being important by the teachers themselves.

CHAPTER EIGHT

CONCLUSION

The first chapter sets out the aims of this thesis and this final chapter assesses how successful the study has been in achieving these aims, and also attempts to assess the implications of some of the findings.

The aims were twofold. Firstly to answer three basic questions about the role of the middle school teacher, a) Is the role of the middle school teacher different from that of the first and high school teacher? b) Has working as a member of a team changed the teachers role? c) Has the personality of the teacher working as a team member acquired a new importance? Secondly to employ methodological procedures which would allow for the in depth study of one middle school.

Chapter 4 examined the first of these questions by looking at the structure of the middle school as proposed by the D.E.S. Pamphlet No. 57. It looked at the similarities and differences between the organisation at Beaconsfield Middle School and the organisation most usually associated with the high and first schools. It found that the role of the middle school teacher was different in some aspects from the role of the first and high school teacher because of the existence of the year team. Although the high school bears some relationship in that it is divided into small groups it is more subject orientated and the power lies with the strong subject

orientated departments. See reference to Warwick, Fig. V, 'Secondary school organisation and conventional model'. Within the middle school it is the team that dominates and the unique position of the co-ordinator. Chapter 6 looks at the role of the co-ordinator and emphasises the importance of this position. The data is presented to illustrate the position of the co-ordinator as a leader of a small group, the co-ordinator a multiple set of roles, the co-ordinator as a member of a management team, the role of co-ordinator in relationship to the children in the year, the co-ordinator a position of stress? Thus the role of the co-ordinator is a new and influential factor in the role of the teacher in the middle school, stressing the importance and effect of the team on the teachers' role.

There was some evidence to suggest that co-ordinators saw themselves as giving a support service to members of staff who were not sure of their subject or materials or who needed extra ideas to improve their lessons, or who just needed support. It certainly pointed to a much closer involvement with colleagues within the team.

The co-ordinator was seen to be the link between the management team and the year team and to provide the means for formal feedback that allows the middle school to have a more open and democratic structure. The team is a group that can be influenced by each of its members and which as well as providing support demands certain duties and obligations of its members.

It would seem that the emphasis on individual autonomy in the classroom has changed to an emphasis on collaboration, co-operation and sharing, and this has changed the teachers role.

One teacher quoted in Chapter 7 felt herself to be 20% a team member and 80% an individual. This percentage, she suggested, varied according to the demands for collaboration that arose from the curriculum. Further support for changes caused by the teacher working as a member of a team was given by teachers who saw the existence of common aims and objectives as helping them to accomplish their task. They generally felt that their autonomy with the children in the classroom had remained but that consultation with their colleagues had become important and that change could not be introduced unless consultation had taken place.

The evidence suggests that planning and consulting on matters of the curriculum and the pastoral care of the children takes place frequently. There is a sharing of problems, especially disciplinary problems concerned with children. Teachers no longer seem reluctant to admit to having difficulties and to asking one another for advice.

"...a team situation means that an individual does not have to constantly suffer a difficult child which also means that one member might find a successful way of coping with the child which the others can then attempt.."
(Teacher quoted in Chap. 7).

They seem to have gained a new strength from their relationships with their colleagues and a new security from that relationship.

It seems a possibility that teachers may turn more to fellow teachers for the psycho-emotional rewards that they once gained from their relationship with their class.

Chapter 5 draws our attention to the pattern of interactions that take place between members of a group and the necessity of achieving a stable pattern of interaction if the team is to function efficiently in relation to its task.

We are made aware that the introduction of a newcomer to a group can effect the work of the team until the newcomer is accepted by the group and identifies herself with them. We noted the effect of leadership styles and the personality of the leader on the group. We saw that there must be a balance between the task orientation and the socio-emotional orientation of the group and in Chapter 7 one teacher refers to this when she speaks of team members who have worked together a long while losing impetus.

The data examined in both Chapter 6 and 7 support the fact that closer working relationships are being achieved between teachers and that this is resulting in attention being paid to the personality of the team member, thus supplying part of the answer to the third research question: Has the personality of the teacher working as a team member acquired a new importance? The situation is summed up by the team member who said:

"I can't work with people I can't get on with. Three of our team are quite friendly out of school and can almost say

anything to each other without ill feeling when something needs to be said".

and goes on to say

"Not all teams are happy teams - it very much depends upon the personalities".

Teachers were also well aware that the personality of their co-ordinator affected their team relationships and also how they were able to perform their task.

"One who is fussy, trivial, dictatorial, tactless, doesn't like to put themselves out in any way, only in it for the money, etc., makes life a misery and has an adverse effect upon team members. On the contrary one who is enthusiastic, talented, diplomatic, approachable, full of ideas, makes me enthusiastic, therefore more efficient and willing to please and assist".

In working together as a group, interaction between teachers has become more frequent both on a formal level in consultation, and also because of this informally about the school. Working together has emphasized the importance of the personalities of the individual team members.

Middle schools have given teachers a new dimension to their role in that they have been given the opportunity of working more closely with other adults. One of the implications of this is that head teachers must give consideration to the personalities in the year team, especially when appointing new staff, if the team is to be successful in achieving its task. It may be that some personalities are not happy working closely with others.

When I began this research I already had some idea drawn from my own experience that when problems arose in teams they were not all to do with the task but frequently had to do with personalities, I had become sensitive to this when appointing new staff.

I was not really aware, however, of the amount of interaction that occurred in teams, or of the importance with which the teachers regarded this interaction, or of how this affected their sense of job satisfaction. I had underestimated the extent of team loyalty and the 'team front' that could be put up. It was not easy to get teachers to discuss their team situation because of this. They felt 'protective' towards their group. In fact I experienced some difficulty in collecting data from the team members. While this was partially due to their team loyalty it also reflected their loyalty to their co-ordinator, a point I shall refer to again later. It was obvious that my status as a head affected this adversely. These were young members of my staff who perhaps had been staff members for only a comparatively short time, and who were immediately defensive about their work.

The most unexpected development in the research was the amount of data I collected on the position of the co-ordinator. I had assumed through my knowledge of middle schools that the position was important but I had quite underestimated the extent of its influence. At first a large proportion of the teachers conversation involved

this position and I found the research being overweighted with data on co-ordinators and I thought at one point that the position of the co-ordinator was preventing me from getting to the teachers. The security of their position as Scale 3 members of staff also meant that the co-ordinators themselves were very willing to supply me with data and to talk about their task.

Quite unexpectedly I saw that the co-ordinator could effectively block a teacher's access to a senior member of staff because of the power of their position over the teacher in the working situation, and that, a teacher had to 'keep in with her co-ordinator' as one member of staff put it. Staff could also be given 'distorted' views of the senior staff and of information coming from them. Teachers spoke of not knowing what was said about them to senior staff and the converse is of course true.

Furthermore, a charismatic leader inspired the kind of loyalty that meant a team would cover up for her and even do part of her job for her.

There is no doubt from the evidence I have collected that the co-ordinator is in a position of power and, therefore, influence, and can successfully facilitate or block communication in the middle school.

Another interesting insight that came out in the data was how important teachers saw their interaction with one another in relationship to their pupils. They clearly saw it as being

beneficial for children to observe adults working happily together. One teacher went even further and suggested that the children related to the status achieved by 'their' teacher in the team.

In collecting this data I have been constantly aware of my own position as a head and the advantages and disadvantages that come from this. Being on the job all the time meant I could continually monitor the situation and that I was more likely to be there when something interesting occurred. I had access and intimate knowledge of all the background information about the school's past history and so I could interpret remarks and references. The big disadvantage lay in the possibility of information being prevented from getting to me, of the need to encourage scale 1 team teachers to talk freely to me, and the constant worry of perhaps only getting 'censored' information. I was also concerned that because I knew so much already about the teaching and organising of a school I was frequently in danger of forgetting to put down the obvious. A reason perhaps for choosing a research question from which you are more remote.

In the beginning I gathered a great deal of data at meetings that were long and frequently not of use to the research and wasted research time. Some of this is of course inevitable when collecting data by means of participant observation. No one can tell at what point a piece of information will become vital. I gradually discovered that the informal interaction provided the most rewarding situations but was also the most difficult to document. I also

collected a great deal of information about the child-teacher relationships which was not directly of use but I found it interesting. I learnt slowly to narrow my focus on the role of the teacher.

This research can perhaps be criticised because it attempts to define the role of the teacher without taking full account of the relationship between teacher and pupil. Unfortunately, within the focus of the research and the amount of data this would have produced it was not possible.

I deliberately avoided using a tape recorder which might have made collection of data easier because I felt that in my particular situation it could have upset my relationship with the teachers. A very considerable amount of data was available only because of wholehearted co-operation from the teachers. This co-operation would have been limited had they felt insecure or threatened in any way.

I am conscious that a comparative study involving the collection of data on the role of the teacher in the high school would have produced more evidence of any changes in role.

Supporting statistical data, for example, on the percentage of time that the middle and high school teachers spent 'in collaborating' would have been a valuable addition to the research.

8.1 Further Research Issues

Two issues rose during the research which I would have liked to follow up. One was the effect that closer colleague relationships might have on the children in the year team. Do they indeed identify their status with the status of 'their' teacher in the team? How do they relate to other teachers in the year team? Do team teacher relationships effect the relationships between pupils in the year team? If teachers are turning to their colleagues for psycho-emotional rewards how does this effect their relationship with their class?

The second issue concerns the role of the specialist in the middle school. Is the evidence presented in Chapter 4 suggesting that the specialist plays a diminished role in the middle school?

During the time that this research has been taking place, Beaconsfield School has been affected by falling rolls, which has meant that problems in covering the different specialisms have begun to be experienced. The D.E.S. Pamphlet No. 57 quoted in the thesis stressed the need for generosity in terms of staffing and resources, and pointed out the importance of size of school in relationship to covering the specialisms. Does this mean that in times of economic restraint the specialist in the middle school

will suffer first? In trying to continue to keep the specialisms especially in practical subjects, schools may adopt other strategies beside reducing time spent in these areas. They may for example enlarge the group size. Mixed ability gives way to setting and individual experimentation to teachers chalk and talk. Reducing numbers also means a reduction in the amount of secretarial and ancillary help a school received and this not only effects the administration of the school it may also mean a reduction in ancillary help for the specialist in preparing work sheets and resources.

In times of economic restraint it might be that the middle school with its need for generous staffing for specialisms is particularly vulnerable. A question that is of special importance at this moment in time.

REFERENCES

REFERENCES

- Alschuler, A., Atkins, S., Irons, B.R., McMullen, R.,
Santiago-Wolpow, N. (1976) Collaborative Problem Solving
as an Aim of Education in a Democracy: The Social Literacy
Project. Section 3 in Case Studies. Journal of Applied
Beh. Science
- Argyle, M. (1967) The Psychology of Interpersonal Behaviour
Penguin Bks. Ltd.
- Argyle, M. (1969) Social Interaction Methuen & Co. Ltd
- Argyriou, C. (1964) Integrating the Individual and the Organisation
John Wiley & Sons Inc.
- Ashton, P., Kneen, P., Davies, F., Holley, B.J. (1975) The Aims of
Primary Education: a Study of Teachers' Opinions Schools
Council. Macmillan Educ. Ltd.
- Banks, O. (1968) The Sociology of Education B.T. Batsford Ltd
- Banton, M. (1965) Roles Tavistock Pub. Ltd
- Bernbaum, G. (1975) 'Countesthorpe College' in Harris, A.,
Lawn, M., Prescott, W. Eds. Curriculum Innovation Croom,
Helm & Open Uni. Press.
- Bernstein, B. (1975) Class, Codes and Control Vol. 3 Towards
A Theory of Educational Transmission Routledge & Kegan Paul
- Biddle, B.J., Thomas, E.J. (1966) eds. Role Theory, Concepts and
Research John Wiley & Sons Inc.
- Blau, P.M. (1956) Bureaucracy in Modern Society N.Y. Random House
pp 29-30
- Blau, P.M. ed. (1976) Approaches to the Study of Social Structure
Open Bks. Pub. Ltd.
- Blyth, W.A.L., Derricott, R., (1977) The Social Significance of
Middle Schools B.T. Batsford Ltd.
- Borg, W.R. (1966) Prediction of Small Group Role Behaviour
from Personality Variables in Biddle, B.J., Thomas, E.J. eds.
Role Theory J. Wiley & Sons Inc.
- Borgatta, E.F., Couch, A.S., Bales, R.F. (1955) Some Findings
Relevant to the Great Man Theory of Leadership in
Hare, A.P. ed. Small Groups

- Bogdan, R., Taylor S.J. (1975) Introduction to Qualitative Research Methods John Wiley & Sons Inc.
- Bruyn, T., Severyn, T. (1966) The Human Perspective in Sociology
The Methodology of Participant Observation Prentice-Hall Inc.
- Carter, L.P. (1955) Recording and Evaluating the Performance of
Individuals as Members of Small Groups in Hare, A.P.
Small Groups
- Central Adv. Council for Educ. (1967) Children and their Primary
Schools Vol. I H.M.S.O.
- Chowdry, L., Newcomb, M.M., The Relative Abilities of Leaders and
Non Leaders to Estimate Opinions of their Own Group in
Hare, A.P. ed. Small Groups
- Corwin, R.G. (1974) Education in Crisis John Wiley & Sons Inc.
- Culling, G. (1973) Teaching in the Middle School Pitman
- Dept. of Educ. & Science (1965) The Organisation of Secondary
Education Circular 10/65 London
- Dept. of Educ. & Science (1966) The Raising of the School
Leaving Age Circular 13/66 London
- Dept. of Educ. & Science (1969) Statistics of Education
London: H.M.S.O.
- Dept. of Educ. & Science (1970) (a) Launching the Middle School
Education Survey No. 8 London: H.M.S.O.
- Dept. of Educ. & Science (1970) (b) Towards the Middle School
Education Pamphlet No. 57 London: H.M.S.O.
- Durnstein, M. (1977) Organizational Conflict and Role: Stress
among Chief Executives in State Business Enterprises
in Journal Occup. Psychol. 50.
- Dunkin, M.J., Biddle, B.J. (1974) The Study of Teaching
Holt, Rinehart & Winston Inc. 1974
- Elliot, J. Some Key Concepts Underlying Teachers' Evaluations
of Innovation Paper presented to B.E.R.A. Conf. Sept. 1977
- Etzioni, A. (1964) Modern Organisations Englewood Clifts. N.J.
Prentice-Hall Inc.
- Fiedler, F.E. (1955) Assumed Similarity Measures as Predictions
of Team Effectiveness in Hare, A.P. ed. Small Groups

- Flanders, N.A. (1967) "Teacher Influence in the Classroom" in Arridon, E.J., Hough, J.B. Eds. Interaction Analysis: Theory, Research and Application Addison-Wesley
- Gannon, T., Whalley, A. (1975) Middle Schools Heinemann Educ. Bks.
- Garfinkel, H. (1967) Studies in Ethnomethodology Prentice-Hall Inc.
- Ginsburg, M.B., Meyenn, R.J., Miller, H.D.R., Ranceford-Hadley, C. (1977) The Role of the Middle School Teacher Aston Educ. Enquiry Monograph No. 7
- Gordon, C.W. (1957) The Social System of the High School The Free Press, Glencoe, Illinois
- Grace, G.R. (1972) Role Conflict and the Teacher Routledge & Kegan Paul Ltd
- Gross, N. (1958) Expectations in Role Analysis. Conceptual Theoretical and Operational Problems John Wiley & Sons Inc.
- Hare, A.P. (1955) Small Groups N.Y. Knopf
- Hargreaves, A. (1977) Ideology and the Middle School Paper circulated to Middle Schools Research Group, Univ. of Liverpool.
- Hargreaves, D.H. (1967) Social Relations in a Secondary School Routledge & Kegan Paul.
- Hargreaves, D.H. (1972) Interpersonal Relations in Education Routledge & Kegan Paul Ltd.
- Hargreaves, D.H. (1978) "What Teaching Does to Teachers" in New Society 9th March, 1978
- Havinghurst, R.J., Neugerton, B.L. (1957) Society and Education Allyn & Bacon Inc. Boston.
- Haythorn, W. The Influence of Individual Members on the Characteristics of Small Groups in Hare, A.P. Small Groups
- Hollander, E.P. (1965) "Conformity, Status and Idiosyncrasy Credit" in Psychol. Review
- Homans, G.C. (1949) The Human Group Routledge & Kegan Paul Ltd.
- Hoyle, E. (1965) "Organisational Analysis in the Field of Education" in Educ. Research, Vol VII (2)
- Hoyle, E. (1969) The Role of the Teacher Routledge & Kegan Paul

- Jackson, J.A. (1972) ed. Role C.U.P.
- Kahn, R.K., Wolfe, D.M., Quinn, R.P., Snoek, J.D., Rosenthal, R.A. (1966) "Adjustment to Role Conflict and Ambiguity in Organizations" in Biddle, B.J., Thomas, E.J. (eds) Role Theory Concepts and Research Wiley & Sons Inc.
- Kamens, D.H. (1977) Legitimizing Myths and Educational Organization. The Relationship Between Organizational Ideology and Formal Structure" in Amer. Sociol. Review Vol. 42, April.
- Katz, D., Kahn, R.L. (1966) The Social Psychology of Organizations N.Y. Wiley & Sons
- King, E.J. (1970) ed. The Teacher and the Needs of Society in Evolution Pergamon Press Ltd
- Lacey, C. (1970) Hightown Grammar Manchester Univ. Press
- Lambert, R., Bullock, R., Millhams, S. (1970) A Manual to the Sociology of the School London. Weidenfield & Nicolson
- Leiberman, A. (1977) "Political and Economic Stress and the Social Reality of Schools" in Issues in Focus Dec. 1977, Vol. 79 No. 2.
- Lortie, D.C. (1975) Schoolteacher, a Sociological Study Univ. of Chicago Press p 186
- Lorenzo, S.U. (1975) "Conflict and Failure in Planned Change" in Human Relations, Vol. 29, No. 12
- Lynch, J. (1975) "The Legitimation of Innovation: An English Path to Open Education" in International Review of Educ. 21.
- McPherson, G.H. (1972) Small Town Teacher Camb. Massachusetts. Harvard Uni. Press.
- Merton, R.K. (1957) Social Theory and Social Structure N.Y. The Free Press
- Meyenn, R.J., Tickle, L. (1978) Patterns and Organisation in 9-13 Middle Schools Aston Uni. Dept. of Educ. Enquiry
- Mills, T.M. (1967) The Sociology of Small Groups Prentice-Hall Inc. Englewood-Cliffs N.J.
- Morrison, A., McIntyre, D. (1969) Teachers & Teaching Penguin Educ.

- Morrison, A., McIntyre, D. (1972) Social Psychology of Teaching Penguin
- Musgrove, F., Taylor, P.H. (1969) Society and the Teachers' Role Routledge & Kegan Paul
- Parsons, T. (1951) The Social System Glencoe Free Press
- Parsons, T. (1966) "Role Conflict and the Genesis of Deviance" in Biddle, B.J., Thomas, E.J., (eds) Role Theory Concepts and Research John Wiley & Sons Inc.
- Peters, R.S. ed. (1976) The Role of the Head Routledge & Kegan Paul
- Phillips, H. (1965) Small Social Groups in England Methuen & Co. Ltd.
- Rennie, J., Lunzer, E.A., Williams, W.T. Social Education: an Experiment in Four Secondary Schools Schools Council Working Paper 51 Evans Bros. Ltd. 1974
- Sarason, S.B. (1971) The Culture of the School and the Problem of Change Allyn & Bacon Inc. 1971
- Schools Council (1969) The Middle Years of Schooling 8-13 Working Paper No. 22, H.M.S.O.
- Schools Council (1969) Middle Years of Schooling Project Broadsheet No. 3. Dept. of Educ. Research, Lancaster University
- Schutz, W.C. (1953) Construction of High Productivity Groups Tufts College Dept. of Systems Analysis
- Sharp, R., Green, A. (1975) Education and Social Control. A Study in Progressive Primary Education Routledge & Kegan Paul
- Sharples, D. (1975) "You're fine: How am I? Status and the Primary Teacher". in Education 3-13.3.1. April pp 50-54.
- Sjoberg, G., Nett, R. (1968) A Methodology for Social Research Harper & Row Inc. 1968
- Slater, P.E. (1955) Role Differential in Small Groups in Hare A.P. Small Groups
- Spector, B. (1977) "Negotiation as a Psychological Process" in Journal of Conflict Resolution, Vol. 21 No. 4
- Starr, P.D. (1977) "Marginality, Role Conflict and Status Inconsistency as Forms of Stressful Interaction" in Human Relations Vol. 30, No. 10

- Thibaut, S.W., Kelly, H.H. (1959) The Social Psychology of Groups
Wiley, N.Y.
- Tuckman, B.W. (1965) "Developmental Sequence in Small Groups"
in Psychol. Bull. 63
- Waller, W. (1932) Sociology of Teaching N.Y. Wiley
- Warwick, D. (1971) Team Teaching Uni. of London Press Ltd
- Quoted in Bendix 12 Max Weber: An Intellectual Portrait
N.Y. Doubleday (1960)
- Weick, K. (1975) "Education Organization as Loosely Coupled
Systems" in Ad. Science Quarterly, No. 12
- Worcs. Educ. Committee (1970) Report of the Bromsgrove Working
Party on Middle Schools
- Worcs. Educ. Committee (1968) Report of the Droitwich Working
Party on Middle Schools

APPENDICES

APPENDIX i(a) QUESTIONNAIRE

The Co-ordinator

1. How do you feel about the role of Co-ordinator particularly as leader of a team?
2. Do you think it has any particular difficulties? Are these advantages as well as disadvantages?
3. Do you see the role of co-ordinator as an extension of the teacher role or as being somewhat different?
4. Do you feel that members of your team have certain expectations of you?
5. Do you find the job of co-ordinator stressful in any way?
6. What would you see as the primary importance of the co-ordinator to a) the team b) the school?
7. Do you find the team provides an opportunity for helping teachers with difficult pupils?
8. Do you think the 'year team' affects staff relationships in any way?
9. Do you think the 'year team' makes the possibility of conflict with colleagues any more likely?
10. Do you find having specialist teachers on the staff helpful?
11. Do you see a similar role to your own in either the First school or the High school?
12. Does the co-ordinators role benefit the children in any way?
13. Has the job of co-ordinator given you any greater degree of job satisfaction?
14. Does the team organisation help the child in any way?
15. In what sense do you think the middle school has been able to fulfil its aims?

APPENDIX i(b) QUESTIONNAIRE

The Teacher in the Team

1. Do you like being in a team?
2. Do you feel you work more as a member of a team than as an individual?
3. Do you feel that being a member of a team in any way affects your status as a class teacher?
4. Do you find it helpful to have aims and objectives set by the year team?
5. Do you find planning and sharing resources with others in your team helpful?
6. Do you find you get more help with difficult pupils working in a team than working on your own?
7. How do you see the work of the co-ordinator?
8. What help would you expect a co-ordinator to give you if any?
9. Do you think a co-ordinator might affect the way you did your job? - if so in what way?
10. Do you think a co-ordinator directly affects how good a job a teacher can do?
11. Do you find having specialist teachers on the staff helpful?
12. Do you attach importance to your relationship with colleagues in your year team?
13. Do you think working in a team helps you build closer relationships with other members of staff,
 - a) within your team?
 - b) in general with all staff?
14. Do you think the 'year team' affects staff relationships in any way?
15. Do you think the 'year team' makes the possibility of conflict with colleagues any more likely?
16. Has working in a team in any way altered your idea of the job of being a teacher?
17. Do you think working in a team has in any way affected your sense of job satisfaction?
18. Does the team organisation help the child in any way?
19. In what sense do you think the middle school has been able to fulfil its aims?

APPENDIX 1(c) QUESTIONNAIRE

The Specialist

1. How do you see the role of the specialist in the middle school?
2. How do you relate to the team organisation?
3. Do you think the status of the specialist in the middle school is appropriate to the task he performs?
4. How do you think the role of the specialist compares with that of the generalist in the middle school?
5. Are you satisfied with the opportunities that exist for specialists for promotion in the middle school?
6. Do you think you have as much opportunity for promotion as your colleagues in the high school?
7. Do you think the middle school gives you as much opportunity of job satisfaction as working in a specialist department in a high school?
8. Do you think the job of teaching your specialism for only part of the time affects your general ability as a teacher in any way?
9. Do you think the year team affects staff relationships in any way?
10. Do you think the 'year team' makes the possibility of conflict with colleagues any more likely?
11. Do you find the team organisation provides you with greater opportunity to disarm difficult pupils or not?
12. Do you think the team organisation is in any way helpful to the teaching of specialist subjects?
13. How do you feel about sharing resources and your expertise with non-specialist members of staff?
14. Do you think your specialist subject is as equally well taught as in a traditionally organised 11-18 high school? Could you list any advantages and disadvantages of the two systems as you see them?
15. In what sense do you think that the middle school has been able to fulfil its aims?

APPENDIX ii

Part of the questionnaire drawn up by the Plowden Committee to be answered by members of the National Union of Teachers

The Transition from Primary to Secondary Education

- a) At what age should children transfer from primary to secondary education?
- b) What are the effects of present methods of selection on the work and organisation of
 - i) the primary schools?
 - ii) the secondary schools?
- c) Assuming the continued existence of selective secondary education, what are the most desirable methods of selection from the point of view of the placing of children in appropriate courses, possible strain on children and parents, and the effects on the schools?
- d) Is selective secondary education desirable at all? If not, how should pupils be guided into the secondary school courses most suitable for them?
- e) Should more transfer between the maintained and independent schools be encouraged and provided for? If so, are there any special implications for the age of transfer from primary to secondary education?
- f) Is there sufficient contact and continuity of development between primary and secondary schools? If not, what suggestions might be made for improvement?

APPENDIX iii

1. Schemes for Middle Schools Approved by the Department of Education and Science, under Circular 10/65 or Circular 10/70

Circular 10/70, which withdrew Circular 10/65, indicated that "Authorities which have had reorganisation plans approved by the Department may either proceed to operate them unchanged or notify the Department of their wish to modify them."

(a) Whole of Area		(b) Part of Area	
Bedfordshire	9-13	Bradford	9-13
Birkenhead	8-12	Cumberland	10-13
Canterbury	9-13	Dorset	9-13
Chester	8-12		8-12
Dewsbury	*8-12	Hampshire	*8-12
Doncaster	9-13	Herefordshire	9-13
Exeter	*8-12	Hertfordshire	9-13
Great Yarmouth	9-13	Kent	9-13
Grimsby	8-12	Lancaster	9-13
Hastings	8-12	Leeds	9-13
Isle of Wight	9-13	Leicestershire	10-14
Kingston upon Hull	9-13	Northamptonshire	9-13
Lincolnshire, Holland	9-13		10-13
Lincoln	8-12	Shropshire	9-13
Merton	9-13	Somerset	9-13
Northampton	9-13	Suffolk East	9-13
Northumberland	9-13	Surrey	9-13
Norwich	8-12		8-12
Oxford	9-13	Sussex East	9-13
Portsmouth	8-12	Sussex West	8-12
Rochdale	10-13		9-13
Sheffield	8-12		10-13
Southampton	*8-12	Warwickshire	8-12
Stoke-on-Trent	8-12	Worcestershire	8-12
Suffolk West	9-13		9-13
Wallasey	9-13	Yorkshire East Riding	9-13
Wigan	10-13	Yorkshire West Riding	8-12
York	9-13		9-13
			10-13

*Allied with Sixth Form Colleges

2. Authorities with Schemes Under Consideration

(Circular 10/70 indicated that "those with plans currently lodged with the Department are invited to say whether they wish to have them further considered or withdraw them.")

(a) Whole of Area		(b) Part of Area	
Brighton	8-12	Surrey	8-12
Halifax	8-12		
Leeds	9-13		

3. (i) Authorities with Middle Schools already open

Bradford (1 school)	9-13
Hertfordshire (1 school)	9-13
Kingston upon Hull (whole scheme)	9-13
Merton (whole scheme)	9-13
Northumberland (Wallsend Excepted District, Cramlington and Seaton Delaval)	9-13
Sheffield (18 schools)	8-12
Surrey (3 schools)	8-12
(2 schools)	9-13
Sussex West (1 school)	9-13
Worcestershire (Droitwich and Bromsgrove)	9-13
Yorkshire West Riding (18 schools)	9-13

(ii) Authorities with Middle Schools expected to open
in September 1970

Birkenhead	8-12
Dorset	9-13
Kent	9-13
Northumberland (Longbenton)	9-13
Rochdale	10-13
Sheffield (rest of scheme)	8-12
Somerset	9-13
Southampton	8-12
Stoke-on-Trent	8-12
West Riding (Castleford)	8-12
West Suffolk	9-13
West Sussex	9-13
Wallsaey	9-13

The above information represents the position in July 1970.

Taken from "Towards the Middle School"

Education Pamphlet No. 57

H.M.S.O. 1970

Outline plan of school building indicating main teaching areas

