INSERVICE EDUCATION AND TRAINING OF TEACHERS

Report and Recommendations of the Education Committee of the Irish National Teachers' Organisation
Chapter 1

Education Committee of the Irish National Teachers' Organisation

(1) The Education Committee, 1979-80

The members of the committee for 1979-80 were:

- Mr. G. Keane (President).
- Mr. R. B. Neilly.
- Mr. L. R. Magee.
- Mr. J. Moore.
- Mr. P. Hurley.
- Mr. P. Brennan.
- Mr. A. Fenton.
- Mr. J. Walshe.
- Mrs. K. Day.
- Mr. K. Griffin.
- Mr. S. O'Brien.
- Mr. M. Culloo.
- C. Vas. Ó Loingsigh.
- Mr. M. Shanahan.
- Mr. C. Lennon (Secretary).

The committee met on eight occasions between Congress, 1979, and January, 1980, when it finalised its report.

At its first meeting the committee elected Colm Vas. Ó Loingsigh as Chairman for the year.

In June the Central Executive Committee of the INTO, in accordance with INTO Rules, defined the remit of the committee on inservice education in the following terms:

"That the Education Committee prepare a report on the inservice education provided for teachers in schools in EEC countries, taking account of the influence of the initial training and induction programmes on the inservice training provided, and make recommendations for the design and implementation of an appropriate inservice education programme for the Republic of Ireland."

The CEC also sanctioned the appointment of a research assistant whose task it was to provide the committee with the necessary information to enable it to carry out its remit.

The position was advertised in the national press in July 1979 and Mr. Seamas Sheils was duly selected from the applicants and took up his duties early in the month of August.

The comprehensive nature of this report is a tribute to the enthusiasm and energy which Mr. Sheils brought to his task. His interim reports to the committee were invaluable in the planning of
the proposals for a programme of inservice education for the Republic of Ireland — the final section of this report.

(2) Compiling the Report

(2.1) The task of compiling a report on Inservice Education and Training (INSET) in the European Communities within the relatively short period of six months was by no means easy. Although the necessity for a well-structured system of inservice education and training for teachers is widely acknowledged by educationalists throughout Europe, the extent to which INSET practices (as opposed to theory — or even policy) are documented is limited. This is due in part to the lack of a systematic approach to INSET in many European countries (a situation which has only recently begun to be resolved); in part to the rapid development of INSET in many countries which makes information go quickly out-of-date; and in part to the varying interpretations of the terms, "inservice education and training for teachers", in many countries.

In Britain and Ireland, INSET is now widely accepted in the terms of the James Report (1972). It "comprehends the whole range of activities by which teachers can extend their personal education, develop their professional competence and improve their understanding of educational principles and techniques. The term thus covers a wide spectrum, at one end of which are evening meetings and discussions, weekend conferences and other short-term activities, with limited and specific objectives and taking place usually, but not always, in the teachers' own time. At the other end are long courses leading to higher degrees or advanced qualifications, and requiring the release of teachers for full-time attendance at suitable establishments. At this end of the spectrum, too, may be periods of release to take part in curriculum development and evaluation, or in other projects and investigations. For some teachers there may be periods of secondment to fields outside teaching, so that they may widen their experience and thereby enrich their contribution to the schools."

In French-speaking countries, there are considerable variations in the use of terminology, especially in relation to the word "recyclage". In France, the 1971 law relating to technological education differentiated "recyclage", meaning a refresher course, from promotion-related courses and retraining. In Belgium, "recyclage" is often used to mean the entire scope of inservice education; but may also indicate a specialist course involving a change of direction in knowledge, approach or methodology as opposed to advanced or further training which is an extension of initial training. The Swiss use "recyclage" to describe occasional courses with specific objectives.

In the Netherlands, "nascholing", the broad range of inservice
activities, is divided into three categories: “bijscholing” — further training in knowledge, methods and approaches already acquired; “herscholing” — retraining which provides new knowledge, techniques and approaches, usually in response to major educational reforms; and “applicatie” — promotion-related courses leading to qualifications for a higher level of teaching. Often, “applicatie” is not included with the other two in discussion of INSET in the Netherlands.

In Germany, there are two basic terms for INSET, “Lehrerfortbildung” and “Lehrerweiterbildung”. Generally, the latter is applied to promotion-related courses; however, it has also been used to indicate the broader range of inservice activities.

These examples demonstrate the need for caution in attempting to produce a comparative analysis: not only are there the usual differences in philosophy and organisation between one educational system and another but also differences of definition within individual systems.

(2.2) The information contained in this report has been gathered from a variety of sources. A major element has been provided by the replies from Ministries of Education and teachers’ organisations in Europe to our questionnaire (see Table 1). The principal consideration in the design of the questionnaire was the achievement of a balance between the conflicting demands for detail and brevity. It was felt that the longer the document the less would be the likelihood of a reply within the period of research. The postal difficulties of last autumn made the correspondence time factor all the more critical. In order to enhance the probability of a response, the questionnaire was translated into the mother tongue of each country.

A list of the Ministries and teachers’ organisations who responded and failed to respond is given in Table 2. The quality of their responses varied considerably — some answering the questionnaire point by point, others sending policy documents which did not cover all the points in all cases.

The questionnaire replies were supplemented by documentation supplied by three international agencies: the Council of Europe, the Organisation for Economic Co-operation and Development and the European Communities.

The Council of Europe documentation comprised the following contributions to the Inventory of Current Organisation of Continued Training of Teachers in General and Technical Education of the Committee for General and Technical Education in 1975:

Belgium (French- and Dutch-speaking), Luxembourg, Netherlands, France, Federal Republic of Germany, Denmark, Italy, England and Wales, Scotland and the Republic of Ireland.
The Organisation for Economic Co-operation and Development supplied the following case-studies on Innovation and Inservice Education and Training of Teachers produced under the auspices of the Centre for Educational Research and Innovation in 1976:

Netherlands, France, Federal Republic of Germany (with Switzerland), Italy and United Kingdom (England and Wales).

The European Communities provided documentation in the form of "Inservice education and training of teachers in the European Community", Studies, Education series No. 8, Brussels, November 1976.

The research assistant also visited the Queen’s University Teachers’ Centre in Belfast.

The information contained in Chapter 12, “INSET in the Irish Republic” was compiled from a variety of sources, listed in Table 2, and in many cases consisted of oral — as well as written — submissions.

The general membership of the INTO was also invited to make submissions to the Education Committee — particularly in relation to the composition of the proposals contained in Chapter 13. A notice to this effect was placed in the November, 1979, issue of Tuarascáil, the INTO’s monthly newsletter.
Table 1: The Questionnaire

The following is a copy of the questionnaire sent to teachers’ organisations in Europe. The questionnaire sent to the Ministries of Education was identical except for the second paragraph and the final paragraph which were omitted.

31st August 1979.

Dear colleague,

The Education Committee of the Irish National Teachers’ Organisation is engaged in a comprehensive review of inservice education and training for teachers (INSET) in the member states of the European Communities.

We have written to the Ministries of Education in the nine member states as follows:

The committee would be very grateful if you could supply information on this subject under the following headings:

Initial training:
Describe as fully as possible the initial training of teachers.

National policy:
Outline the principles of national policy on INSET, if any.

Induction:
Does INSET include provision for an induction year? If not, are there any special arrangements for the probationary teacher?

Entitlement to INSET:
What criteria, if any, do teachers have to fulfil in order to avail of INSET? How frequently in the course of their careers may they avail of INSET activities? Does INSET take place during school hours? If not, are teachers awarded time off in lieu? Or do they receive additional payments?

Provision for supply teachers:
Is provision made for supply teachers to replace teachers engaged in INSET? How is this done? Are these temporary teachers fully qualified?

Providers:
Outline the institutions or organisations which provide INSET.

Venues:
Outline the venues at which INSET activities take place.

Content of courses:
Describe as fully as possible the content of INSET courses.
Length of courses:  
Outline the length and duration of INSET courses.

School-based INSET:  
Which courses, if any, take place in schools? Are these courses designed for individual teachers or for the entire staff of a school taken as a unit?

Teachers' centres:  
Is provision made for teachers’ centres? How are these run? How do they contribute to INSET? If possible, give figures for the participation rates of teachers in these centres for the period 1972-79?

INSET at a distance:  
Is provision made for INSET by means of radio, television, correspondence courses, etc.? If yes, how do these agencies operate?

Co-ordination:  
How are INSET activities co-ordinated at national, regional or local levels? Is there a national committee with responsibility for INSET?

Identification of the wishes and needs of teachers:  
How are the wishes and needs of teachers identified? Give details of any survey of teachers’ views on INSET already completed?

Participation rates of teachers in INSET:  
Give annual figures for the number of teachers participating in INSET for the period 1972-79. What percentage of the total number of teachers is represented by these figures?

Expenditure on INSET:  
If possible, give details of expenditure on INSET for the period 1972-79. If possible, express these figures as a percentage of the total education budget.

Length of training and mobility of teachers:  
If possible, give statistics on the relationship between length of training and mobility of teachers.

Of course, as you well know, there is often a great difference between a government’s stated policy and what actually happens in practice. Therefore, we would be very grateful if you could provide us with a critical evaluation of the in-service education and training opportunities offered to your members. In particular, we would appreciate your comments on any of the areas above where the government has clearly failed to fulfil its promises. We would also welcome detailed information on any INSET activities provided by your union, either at local or national levels.

Thank you for your co-operation.
Table 2: Replies

The following bodies provided information for this report.

(1) Europe

Ministries of Education: Belgium, Denmark, Germany, Netherlands, Northern Ireland, Scotland, England and Wales.

Teacher Organisations: Fédération de l’Enseignement Moyen Officiel (Belgium), Dansk Laereforening (Denmark), Gymnasieskolernes Laereforening (Denmark), Syndicat National des Enseignements du Second degré (France), Syndicat National des Instituteurs et Professeurs de l’Enseignement Général de Collèges (France), Deutscher Lehrerverband (Germany), Centro Studi Sindicali (Rinnovamento della Scuola) (Italy), Association des Professeurs de l’Enseignement Secondaire et Supérieur (Luxembourg), Algemene Bond van Onderwijzend Personeel (Netherlands), Netherlands Genootschap van Leraren (Netherlands), Educational Institute of Scotland, National Union of Teachers of England and Wales, Association of Secondary Heads, Assistant Masters’ and Mistresses’ Association, The Queen’s University of Belfast Teachers’ Centre.

International Agencies: European Communities, Organisation for Economic Co-operation and Development, Council of Europe.

(2) Ireland

Department of Education.
R.T.É.
University of Dublin, Trinity College.
University College, Dublin.
National University of Ireland.
The Colleges of Education.
Association of Secondary Teachers of Ireland.
Teachers’ Union of Ireland.
Arts Council.
Teachers’ Centre, Athlone.
Teachers’ Centre, Blackrock, Dublin.
Teachers’ Centre, Carrick-on-Shannon.
Teachers’ Centre, Cavan.
Teachers’ Centre, Cork.
Teachers, Centre, Dundalk.
Teachers’ Centre, Drumcondra.
Teachers’ Centre, Limerick.
Teachers’ Centre, Sligo.
Teachers’ Centre, Wexford.
Teachers’ Study Group.
The following bodies were asked to provide information, but no replies were received:

(1) Europe

Teacher Organisations: Fédération Générale du Personnel Enseignant (Belgium), Fédération de l'Enseignement Moyen Officiel du Degré Supérieur de Belgique (Belgium), Syndicat National de l'Enseignement Technique (France), Sindicato Nazionale Scuola Media (Italy), Federazione Nazionale Insegnanti Scuole Medie (Italy), Sindicato Nazionale Autonomo delle Scuole Elementari (Italy), Association des Instituteurs Réunis (Luxembourg), Ulster Teachers' Union, National Association of Teachers in Further and Higher Education (England and Wales).

(2) Ireland

Teachers' Centres at Bandon, Carraroe, Ennis, Galway, Gortahork, Kilkenny, Navan, Tarbert, Tuam, Waterford.

*A reply was received from the French Ministry in March, 1980, after the Report was completed.*
Chapter 2
INSET in Belgium

(1) Introduction

The structure of education in Belgium does not make it easy to present an overall picture of INSET: two language sectors (French and Dutch), and on both sides three systems (state, provincial/municipal and private), with as many separate authorities and independent programmes. Although this great diversity of employers makes any complete inventory of INSET activities impossible, it does not represent a diffusion or dissipation of purpose: INSET is regarded in all sectors as a matter of priority related to the reform of pre-school, primary and secondary education.

(1.1) Pre-school

The reform of pre-school education began in 1971. Emphasis was placed on the decisive role of pre-school education, the aim being to adapt this to the fundamental change in two of the principal institutions of western society, i.e. the family and the school, and to find answers to the educational problems caused by these changes. The primary purpose of the reform is to enable each child to develop his capacities to the full, to fit in with his present environment and to prepare him for future environments.

The ministerial circular which initiated the reform of pre-school education stipulates that the school must:

(1) treat the child as someone whose personality is emerging and taking shape;
(2) bring out and consolidate all his latent capacities;
(3) foster in so doing his physical, intellectual and moral development.

The main aspects at present emphasised are as follows:

(i) Music and movement: A series of courses have been devised with the aim of detecting and dealing with children’s difficulties in adapting to the school environment, using a film entitled “Approche de la prévention des difficultés scolaires” (Anticipating difficulties at school), which emphasises problems of rhythm, perception of space, co-ordination, etc.

(ii) Modern mathematics: Used as a means of inducing intellectual activity, in order to

(1) help the child to organise his environment by enabling him to establish as precise relationships as possible between objects and to put them into categories;
(2) to give him insight into the graphical aspect of mathematical language;
(3) to arouse his curiosity through mathematical-type procedures.

(iii) Language: Language teaching is aimed at:
—cultivating the use and fullest possible command of language as a means of expression, a means of structuring experience through thought and as an instrument of communication;
—preparing the child for tackling early school learning;
—offsetting linguistic shortcomings in the home background.

(1.2) Primary school
The reform of primary education was begun in 1971. Its aims, with a view to lifelong education, are:

(1) to teach less but better;
(2) to train rather than inform;
(3) to replace knowledge by skill;
(4) to educate.

This policy is supported by the following measures:

(1) reduction in curriculum content;
(2) greater concentration on the two major subjects, i.e. the mother tongue and mathematics; a great deal has been done to train primary teachers in modern mathematics and French teaching;
(3) evaluation by a multidisciplinary team;
(4) co-education;
(5) co-operation with parents and child-guidance centres;
(6) a “discretionary third” of the timetable.

(1.3) Secondary education
Since the beginning of the 1969-70 school year, Belgian secondary education has embarked upon a fundamental reform of both its structures and its methods. Twenty-two state education establishments then agreed to embark on a reform experiment. By 1975, 207 of the 395 public secondary schools (52.4%) were involved. In the subsidised private education sector, 95 out of 455 institutions (21%) had joined the scheme.

(1.4) The innovation and reform in these three levels of the educational system has resulted in a considerable expansion in INSET. With the aim of prompting teachers at all levels to realise for themselves the need to adapt their teaching to the new provisions governing structures, curricula and methods, the Directorate General of Organisation (Direction Générale de l'Organisation des Études), which is responsible for INSET, has deliberately not organised any tightly-regulated system for teachers' continued training. Although the present arrangement does not ensure the systematic, regular, continuous training of every teacher, it does seek to encourage an
increasing number of teachers to engage in INSET motivated by the difficulties arising out of educational change.

INSET is voluntary. The Belgian authorities do not consider it wise to introduce compulsion in an area where each individual must of his/her own accord come to the conviction that he/she needs to adapt his/her knowledge, methods and attitudes to developments in technology and educational methodology. In the view of the Belgian government, this approach has worked satisfactorily; it has led to methods being challenged and has encouraged the exchange of ideas and comparison of first-hand classroom experience.

In close co-operation with the relevant subject inspectorates, INSET activities have been broadly designed to:

1. develop schemes to offset certain shortcomings or inadequacies, most of them due to reforms and the introduction of new curricula;
2. bring teachers’ knowledge up to date;
3. improve their competence, particularly in methods;
4. develop their personalities, promote contacts between teachers of different subjects as an aid to an interdisciplinary approach, improve communication between teachers and between them and pupils.

In addition to these “traditional” INSET measures, centred on subject-matter, techniques and methods, special value is attached to programmes of a psychosociological nature since the retraining required for teachers is concerned as much with attitudes and relational behaviour as with subject content and techniques.

(2) Initial Training

Pre-school and primary teachers are trained for two years in a teacher-training college. Admission is subject to a successful performance in the secondary certificate or diploma. The courses are adapted to the needs of the appropriate level and include as a major element training in psychology and pedagogy.

Second-level teachers may be trained in one of two ways: either for the junior cycle of secondary education, for which they receive the “Agrégation de l’Enseignement Secondaire Inférieur” (AESI), or for the whole of second-level education, for which they receive the “Agrégation de l’Enseignement Secondaire Supérieur” (AESS).

For the AESI, the course lasts two years. Students choose among several specialised sections (French-History, Modern Languages, Mathematics-Physics, Sciences-Geography, Physical Education-Biology, Plastic Arts, Clothing, Domestic Sciences).

For the AESS, the diploma can only be obtained at a university by students who already hold a university degree (Bachelor level) which itself requires four years study at least. The examination for the
diploma follows a theoretical and practical training (in psychology, pedagogy, methodology in the subject(s) corresponding to the university degree already acquired). The diploma can be obtained after one year of training which students can, at least in part, combine with their last year of university study.

(3) Co-ordination of INSET

There is no specialised INSET institution, either national or regional, in Belgium. Policy for the state sector of education is determined by the Ministry of Education. At regional level, the provinces and municipalities, who are empowered to organise their own education, decide what measures, if any, need to be taken regarding their teachers' INSET.

Training courses in state education, whether regional or otherwise, are always organised by means of ministerial circulars at the request of the relevant inspectorate.

In the private sector, the National Catholic Education Secretariat comprises:

- a pedagogical bureau, which organises training sessions for teaching staff in Catholic schools;
- the Catholic International Education Office (OIEC), which fosters co-operation among its members by means of such mutual services as are required to secure the development and improvement of methods in Catholic education; it keeps abreast both of developments in the private sector and of national or international legal provisions to promote education at the various levels.

(4) Providers

(4.1) The subject inspectorate

In the absence of any institution specifically responsible for INSET, the inspectorate is responsible in state education for running courses, under the authority of the Department of Education. The inspectorate notes the requirements, sets the appropriate measures in motion, prepares the selection of trainees, directs the day courses and training schemes, and performs final assessment.

(4.2) The universities

In agreement with the Directorate General for the Organisation of Studies of the Department of Education (but still without restrictive regulations), the educational science faculties of the French-speaking universities organise various forms of retraining for teachers working in state education. The main topics dealt with are assessment
(Brussels, Liège, Louvain and Mons), programmed instruction (Liège and Mons), and learning methods (Mons). These operations, which are carried out on the basis of co-operation between university teams and practising teachers in the educational sectors concerned, have given rise to work of international repute, but have so far reached only a limited number of teachers. On the other hand, they combine retraining with research, and subject it to an assessment of a more scientific nature.

Most universities organise training courses in particular subjects for their own graduates. Most of these courses are in mathematics, science, geography, Germanic languages, etc., and are organised under the auspices of associations of former students.

(4.3) Teachers’ associations

In addition to the activities listed in the previous section, some secondary teachers’ associations also contribute to INSET in various ways: e.g. journals, conferences, seminars, etc.

(4.4) The Belgian Mathematical Education Centre

Among many activities the Centre provides INSET for teachers in mathematics teaching. It organises an annual international congress for Belgian and foreign teachers.

(4.5) The Luxembourg University Foundation [Province of Belgium]

The Foundation organises university courses in various forms, also summer sessions planned and run in conjunction with the teachers themselves and with specialists.

(4.6) The International Audio-Visual Centre (CIAVER)

The Centre organises an annual international introductory course on the use of audio-visual global-structure methods, for teachers of English and Spanish.

(4.7) Other provision in state education

INSET is open to teachers in state education at the following levels: pre-school education, primary education, lower secondary (including technical) education, upper secondary (including technical) education, vocational education, special education, and teacher training at university level.

There are no regulations governing the organisation of such training. The only relevant administrative texts are the very general directives issued by the Directorate General of Organisation. Every year, provision is made in the Budget Act for INSET in state education.

All subjects taught at the various levels of state education are covered in the INSET provision. The growing INSET needs of
teaching staff due to progress in educational research and rapid technological advances make new forms of training necessary.

The arrangements adopted at present are:

(a) **knowledge of technology**: this type of training aims at reaching large numbers of teachers through the use of television, radio and correspondence courses;

(b) **specific aspects of the curriculum** are examined in residential training courses lasting two to three days;

(c) **Techniques for improving the teacher-pupil relationship** are examined in longer residential courses for teachers, principals, inspectors, psychologists (courses in group dynamics, bodily expression, animation techniques, etc.).

(d) **training in teaching techniques** is conducted at one-day courses, with regional teams, to promote adaptation to new objectives in education, fostering the study of specific problems by small working parties meeting regionally.

In addition to these various courses, other means are employed to keep teachers informed of developments in the educational system and of progress in educational research. These include:

(1) Correspondence courses comprising, with the agreement of the General Directorate of Organisation, mass schemes using multi-media techniques, aimed at:

(a) **introducing teachers to a new subject or technique** a campaign has been mounted, using television, to introduce primary school teachers to modern mathematics; using television in combination with correspondence courses, practical workshops and discussion groups, to audio-visual teaching methods. The latter is intended for teachers at all levels;

(b) **training** intended to bring about a thorough and rapid change in knowledge, techniques and attitudes; various projects have been carried out in recent years, e.g.

— a long-term (two-year) mathematics correspondence course combined with regional oral tuition and/or regional work groups. It has been in progress for eight years, and in 1975 about 50% of French-language primary teachers participated;

— a modern mathematics course for secondary teachers, with television broadcasts;

— a computer course for secondary teachers, with seminars and practical work organised by university centres;

(c) **further training to supplement initial training** has been organised in the following ways:

— a primary-level course on the teaching of the mother tongue, covering content, methods and the use of audio-visual aids, comprising a long-term (two-year) corres-
pondence courses, records, slides, tape-recordings and one-day seminars;
— a history course for secondary teachers, covering thematic, diachronic teaching of history.
(2) Publications based on research in a variety of fields by university teams.
(3) Regional groups working on correspondence courses with tutors.
(4) Television broadcasts backed up by courses and regional work groups.
(5) Installation of closed-circuit television in teacher-training centres.

The Department of Education of the Dutch-speaking sector also makes use of the resources of teaching by correspondence course, among other things, for the further training or retraining of teachers (in modern mathematics in particular). However, it places the emphasis on pedagogical day courses, organised through the course of the school year, under the supervision of the inspectorate. One interesting feature of this arrangement is that a certain day of the week is allocated to each discipline involved, and the college authorities are asked to make allowance in the allocation of teachers’ time to enable them to attend (voluntarily). Because of this, the rate of attendance is fairly high. These day courses cover additional training (or further training) as well as retraining (in radically changed subject matter or in attitudes).

(4.8) International provision
Cultural agreements exist which enable exchanges between Belgian and foreign teachers and inspectors. Particular importance is attached to this in the Dutch-speaking sector. Under the cultural agreement with the Netherlands, 60 primary teachers and 60 secondary school teachers attend a course in the other country.

The importance of international courses for INSET in state education in the Dutch-speaking sector is illustrated by the following figures for the number of study sessions or courses provided for teachers in that area:

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<thead>
<tr>
<th></th>
<th>in Belgium</th>
<th>abroad</th>
<th>total</th>
<th>% abroad</th>
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<tbody>
<tr>
<td>1972-73.....</td>
<td>427</td>
<td>85</td>
<td>512</td>
<td>16.6</td>
</tr>
<tr>
<td>1973-74.....</td>
<td>557</td>
<td>100</td>
<td>657</td>
<td>15.2</td>
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<tr>
<td>1974-75.....</td>
<td>487</td>
<td>213</td>
<td>700</td>
<td>30.4</td>
</tr>
</tbody>
</table>
(5) INSET for Training Staff and Inspectors

Since the reform of teaching falls within the context of continuous education, the retraining of teachers is inconceivable without a concomitant retraining of those who train them: not only must the young teachers be imbued with the guiding principles of reformed teaching, but their initial training must become an initiation into self-training and the people who train them must adapt their approach accordingly.

This general principle is difficult to apply in practice for teachers of the upper secondary level, who receive at university a training focussed on the mastery of subject matter. On the other hand, it is systematically applied to training college teachers responsible for the training of pre-school, primary and lower secondary teachers. Their retraining has sometimes assumed the original and fruitful form of a team project, combining, for example, in a five-day residential training scheme for primary school French, four participants per training college, including one teacher of pedagogy and one primary school-teacher from its demonstration school.

A similar operation is being carried out for inspectors, who, as we have already noted, play a key role in the provision of INSET in the state sector.

(6) Induction

No formal induction of probationer teachers is provided in Belgium. The nearest approximation to this concept occurs in the Dutch-speaking sector, where an attempt is made to provide continuity between initial and in-service training by inviting young teachers, with one or two years professional experience, to talk to students undergoing training about their experience as beginners. In this way, not only will they provide useful information for their young future colleagues, but the training college teachers will also be able to draw some valuable lessons from it.

(7) Identification of Teachers’ Needs and Wishes

Systematic enquiries were carried out in 1973 among the users of retraining programmes, i.e. teachers, in both public and private education. They were directed at teachers serving in reformed secondary schools, who were in a particularly good position to evaluate the extent to which their previous training enabled them to adapt to the principles and practices of reformed education.

The verdict of teachers in Catholic education was a harsh one: most felt that they were ill-prepared for the new pedagogy; they found it difficult to ascertain its objectives and methodology; and they would
welcome practical instructions and concrete examples. They showed a lively interest in observation, assessment, the selection of methods, and class pastoral care — in short, in activities centred on the pupil and carried out as a team.

Asked what they would like to have in the form of retraining, teachers serving in state education gave very varied replies, more symptomatic of a general uneasiness than of a clear perception of the remedies that need to be applied.

The Benelux Countries

The shaded area represents the Dutch-speaking regions of Belgium; the capital, Bruxelles/Brussels, is a predominantly French-speaking enclave in the Dutch-speaking province of Brabant.
Chapter 3

INSET in Luxembourg

(1) Introduction

The INSET of teachers in Luxembourg is officially recognised as having the following objectives:
- to promote teaching qualifications of staff in general;
- to provide teachers with new methods, techniques and knowledge;
- to prepare them for new tasks.
All teachers are eligible for further training courses. Attendance is optional.

(2) Co-ordination

The Ministry of National Education is the sole co-ordinating body for INSET in Luxembourg and bears ultimate responsibility for it.

(3) Providers

(3.1) Primary level

Inservice training of pre-school and primary teachers is provided by the “Institut Pédagogique de Walferdange”, where they also receive their initial training. In response to the demands of the educational system, primary teachers can be authorised to increase their competence in one or more areas of primary teaching or to prepare themselves for other functions in education (e.g. the inspectorate). After teaching for five years in a Luxembourgeois school, teachers can engage in preparation for teaching in various types of special classes.

The Institute’s annual programmes of activities are drawn up after regular consultation with the staff concerned and in liaison with the teachers’ associations and organisations.

In addition to a one-year, full-time training course for teachers who are going to work with handicapped children, the Institute offers six-monthly or annual advanced training courses which comprise, on average, ten two-hour sessions per half-year. These courses are open to all staff on a voluntary basis, and are attended by a proportion which varies (from 10% to 30%) from year to year of a teaching body which in 1975-76 amounted to approximately 2,000 teachers. The courses are held in the afternoons outside working hours. They are free of charge, and participants receive, on a contractual basis, a modest travel allowance. They are related to those disciplines which
are in greatest demand, and cover methodological aspects or new pedagogical technologies.

These technologies are more often covered in training schemes lasting three to six days, which usually take place during working hours, in the form of pedagogical conferences of the primary school inspectors.

(3.2) Secondary level

The INSET of secondary teachers is provided by various agencies, the chief of which is the University Centre at Luxembourg, which organises optional courses and specialised seminars, in some cases with the help of foreign teachers “imported” into Luxembourg. Provision is also made by the Ministry of Education in liaison with the Association of Secondary School Teachers for the participation of secondary teachers in training programmes organised abroad:

—by specialised institutions (such as the study sessions offered by the University of Münster to mathematics teachers from Belgium and Luxembourg);
—by governments (under cultural agreements with Belgium, France, Netherlands, Italy and Britain);
—by international bodies (such as the training schemes organised, particularly in modern languages, by the international teacher federations).

If the need arises, the Ministry grants participants the necessary authorisations for absence (usually at the rate of one teacher per lycée), as well as financial assistance.

(4) Induction

There is no provision for induction in Luxembourg. However, in the case of secondary teachers, many of the functions of induction are covered in the three year professional training period which follows the four year academic education. This professional training includes:

—a period of general pedagogical training at the University Centre at Luxembourg;
—the development of scientific research work;
—a period of practical training in a “lycée”.

(5) Criticisms

In a reply to a FIPESO* survey, entitled “What preparation for professional life today should secondary teachers be given?”,


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published in June, 1979, the Association des Professeurs de l'Enseignement Secondaire et Supérieur expressed the view that it was satisfied in principle with the existing standard and content of teacher education in Luxembourg. The only reservation expressed by the Association was in relation to the suitability of the examinations and tests used to determine entry to teacher training and to classify candidates at the end of training.
Chapter 4

INSET in the Netherlands

(1) Introduction

INSET in the Netherlands is at a critical point of development. Until now, in line with the traditional interpretation of the Constitution, the Dutch government's involvement in INSET has been restricted essentially to the distribution of the available funds between the three major school systems (public, Catholic and Protestant), under the supervision of a specialised directorate of the Ministry for Education and Science. However, the Ministry is now proposing to establish a coherent INSET plan to meet the needs of the innovations already launched or being planned at the various levels of education. Far from eliminating what is already in existence, this new organisation is intended to co-ordinate and rationalise present provision so as to avoid unnecessary duplication of effort and to fill the gaps. Out of financial necessity as much as political philosophy, the Ministry intends to assume responsibility only for general planning; responsibility for implementation will continue to be divided between the appropriate directorate of the Ministry and a great variety of providers.

(2) Initial Training

Initial training is divided into three broad categories corresponding to the three phases of general education.

(2.1) Pre-school

Teacher training for pre-school education is organised in special training schools to which admission is possible after completion of a middle-level (i.e. five years) secondary education of a general nature. Basic training takes place in a two-year course, which includes supervised teaching practice. Completion of an additional third year enables trainees to gain qualification for appointment as a kindergarten principal.

(2.2) Primary

Qualifications for primary teaching be obtained in a special training school, "Pedagogische Academie", to which admission is open after completion of higher-level (six years) secondary education of a general nature. During the three-year training course, all qualifications necessary for teaching in primary education (including that of being eligible for principal) are covered. Supervised teaching practice is part of the course.
N.B. In due course teacher training for primary and pre-school education will be integrated into one institution, to which admission will be open to those with a higher-level secondary diploma.

(2.3) Secondary

The situation regarding secondary teacher training is more complex. Qualifications are categorised into three grades:

(i) *first grade*: for teaching in higher ability levels of general and professional education; it can be obtained by

- university study, leading to a university degree, which entitles the holder to teach, although preparation in teaching skills is minimal;
- part-time study after completion of study for a second-grade diploma.

(ii) *second grade*: for teaching in lower- and middle-ability levels of general and professional education; it can be obtained

- traditionally through part-time courses lasting several years as an addition to completed training for primary education or lower-level (third-grade) secondary education;
- recently through full-time study in a "New Teachers' College", to which admission is possible after completion of a five-year general secondary education. In these colleges, which are still largely at an experimental stage, two linked subjects are studied, either both at second-grade level, or one at second-grade and the other at third-grade level.

(iii) *third grade*: for teaching in the lower-ability levels of general and pre-professional education; it can be obtained in several different ways

- in some cases, completed training for elementary education will do;
- in most cases, part-time courses lasting several years will provide sufficient additional training for those qualified for primary teaching or for a skilled technical or service-oriented profession;
- as part of training in a "New Teachers' College".

Though some of the routes to teaching described above may be considered as inservice training, they are not regarded as genuine INSET activities by the Dutch. The Dutch differentiate INSET ("nascholing") into three varieties:

- "bijscholing": further training which makes it possible to study in more detail and to up-date knowledge, interests and techniques which have already been acquired;
- "herscholing": retraining which provides new knowledge, techniques and interests necessitated by major changes
affecting education (the standard example is that of modern mathematics);
—"applicatie": a promotion-related course leading to qualification for a higher level of teaching.

The specialised directorate of the Ministry (Directie Her- en Bijscholing Docenten, or H.B.D.) deals only with the first two varieties, as can be seen from its title.

The Dutch Educational System

N.B. V.w.o.: Pre-university education.
H.a.v.o.: Higher general secondary education.
M.a.v.o.: Intermediate general secondary education.
(3) Co-ordination

As already noted, INSET in the Netherlands is unco-ordinated at the present time. However, it is intended that this function will be undertaken by the H.B.D. of the Ministry of Education and Science.

(4) Providers

Among the many different agencies, institutions and organisations involved in INSET in the Netherlands, the major providers are:

(4.1) Directie Her- en Bijscholing Docenten (H.B.D.)

The specialised directorate of the Ministry of Education and Science with responsibility for retraining or further training. The H.B.D. initiates INSET activities but usually implements them in collaboration with various other bodies. It also considers their proposals and subsidises agreed programmes for all categories of teachers. Other directorates of the Ministry assume responsibility in certain cases.

Among the courses provided primarily or jointly by the Ministry are:

- retraining or further training courses in music and mathematics for infant teachers (in conjunction with the relevant teachers' associations); these courses are also open to primary teachers;
- further training or retraining in modern languages, mathematics, and plastic and manual arts for lower secondary teachers (in conjunction with the relevant subject associations);
- courses in the same subjects are also provided for higher secondary teachers (in conjunction with the subject associations);
- courses for educationists in the non-school sector, who hold responsibility for young workers (above school-leaving age) either for the purposes of educational leisure activities (sports, games and creative activities, for instance) or as part of apprenticeships; in the first case, the emphasis is placed on pedagogical techniques (group working, use of audio-visual aids, simulation, etc.), and in the second on preparation for the role of counsellors and tutors for various sectors of industry;
- national or regional meetings for career teachers, advanced training sessions for principals in family and social education, and study day courses (methodology and didactics) for the teachers of the Pedagogische Academies (in conjunction with the relevant associations).
(4.2) Among the many associations, which collaborate with the H.B.D. or organise their own courses are:

Genootschap tot Opleiding van Leraren voor het Beroepsonderwijs (GOLB): the foundation for teacher training in the vocational sector;

Vereniging van Middelbaar Technische Scholen (VMTS): the association of higher technical schools in the vocational sector;

Commissie Bijscholing HNO/MSPO (CB-HNO/MSPO): committee for refresher courses in the field of higher domestic science education and secondary socio-pedagogic education;

Instituut voor de Ontwikkeling van het Wiskunde-Onderwijs (IOWO): institute for research in the development of education in mathematics;

Gehrels Instituut en het Lennards Instituut (GILI): institutes for musical training;

Landelijke Organisatie Vormingswerk Werkende Jongeren (LOVWJ): master-organisation of educational institutions for young people over school-leaving age;

Landelijke Pedagogische Centra (LPC): master organisation of pedagogical centres, an organisation established under private law and run by the three sectors of private education, i.e. the Roman Catholic, the Protestant and the non-denominational sector, in which public education and non-denominational private education co-operate;

Numerous associations of specialist teachers.

(4.3) Pedagogische Academies

The training colleges responsible for the initial training of primary teachers organise a large number of short courses in all the subjects taught in primary school, as well as courses of a general nature, viz. school administration and organisation, use of teaching aids, general pedagogy, relationships with parents, religious education, sex education, etc. Many of these courses are also open to teachers of infants.

(4.4) Local authority provision

There is wide variation between INSET provided by local government agencies. Only the large municipal councils have the means to organise INSET activities for their staff. The city of Utrecht, for example, has made its inspectorate responsible for organising courses aimed at encouraging pedagogical innovation by working groups, for instance, which are attended by local teachers, the staff of the municipal Pedagogical Centre, and experts called in from outside. No methodical record is kept of programmes of this kind.
(4.5) The Pedagogical Centres

The local or regional Pedagogical Centres fulfil a widely-varying role in INSET, and one which is mainly centred on primary education. The ministerial plan in preparation would tend instead to involve them in information, documentation and the production of teaching aids, with INSET proper devolving upon the initial training institutions. Closer collaboration would certainly be needed if they are to be effective in this. In any event, the spontaneous proliferation of these centres shows that they are meeting a real need. Two of their interesting features are that they are frequently attached to a psychopedagogical centre catering for children, and they are interdenominational.

There are also national centres which were originally set up by the unions but have since become independent. At first, they were diversified by system (Catholic, Protestant, and public or private non-denominational) and then, within each system, by level of education; they have now been amalgamated, since fragmentation reduces effectiveness. The only distinction remaining is between systems, and an association of the three national centres has been formed for the purpose of joint activities.

The distribution of responsibilities and the organisation of formal contacts between the national centres and the others are not yet well defined. Moves are apparently being made towards a system under which the national level would devote itself to the experimental development of organisational and teaching models, the function of the local centres being to adapt these models to the local situation and to guide their implementation.

(5) INSET at a Distance

De Flexibele School (Flexible School)

Since 1946, certain INSET activities have been organised by the “Teleac” Foundation, the television academy and organisation which produces television courses mainly on a commercial basis or with financial support from the educational support services which operate on a national basis. In these courses the directors sometimes worked together with the three national educational support centres and Dutch educational television. These coincidental instances of collaboration were followed by an agreement to co-operate between Teleac, the three national centres and Dutch educational television. In this agreement each participant’s role was defined and in this framework, it became Teleac’s role to develop the television programmes. The first actual realisation of this collaboration agreement was the project “Flexible School”, intended strictly as an INSET programme for teachers in the pre-school and elementary sectors. The course writers aimed to examine the character of the
changes in organisation and structure taking place in the education system as well as the changing behaviour of the participants in the educational process. To achieve this aim they chose three problem areas as the main topics of the course:

1. The relationship between elementary education and the child, the parents and the society.
2. Organisational and educational integration of pre-primary and primary education.
3. Possibilities of individualising education by breaking up the traditional system of grading whereby subject matter and time have been tied together.

Some of the considerations underlying the decision to present the course in this form were:

1. Traditional approaches by means of courses, textbooks and advisers for elementary education are already adequate.
2. Though everybody advocates the "flexible school" idea, some elements meet much resistance stemming from local situations, teacher motivation, commitment to traditional methods, etc.
3. There is no need for an approach that is mainly philosophical and theoretical.

The authors present these considerations as facts to be reckoned with, although no research is quoted in support. At best, therefore, they can be considered as assumptions which are reasonably probable. Another assumption they made was that teachers would feel solidarity because they have the same problems, and that, because of this, they would be willing to listen to each others' opinions and experiences.

In the construction of the learning package, different media were used. Three course components were:

(a) Television broadcasts: seventeen broadcasts, each of thirty minutes duration, mainly emphasised aspects of organisation, especially the way teachers and children react to attempts to make a school more flexible.

(b) Written material: To help the course participants to reflect on the television programme, a book was published called De Vraagbaak (Information material). In the book, a theoretical framework was presented in a number of chapters written by different authors. These articles paralleled the television lessons. Apart from these theoretical contributions, articles written by people who put the ideas into practice were also included. By means of this written material it was possible to recapitulate the subject matter at one's own rate and in one's own fashion. In this way the superficial aspects of a television broadcast could be
overcome. The second part of the written material was called *Kijkwijzer*. This material was meant to support the television programmes, to indicate how they could be watched and to suggest discussion questions. The third type of written material was the monthly periodical, *School*, the content of which was decided by the editors while the course was in progress so that account could be taken of teacher response.

(c) Regional meetings: These meetings were organised to try to avoid one-way communication not least because the course organisers considered that in the “flexible school” team teaching should play an important part. Use was made of the existing part-time course framework at teacher-training colleges. Meetings were organised in those areas where the need was felt and the frequency of the meetings was determined at local level.

The organisers suggested that as much use as possible should be made of the “feedback” programmes. In a special brochure, “Information and suggestions for instructors”, advice was offered to those specialists who led the discussion groups. This brochure was made available before the regional group meeting started.

The campaign to announce the course consisted of 30,000 leaflets that were sent to 8,000 elementary schools, to 7,100 pre-primary schools, to 93 teacher-training colleges and to 1,615 libraries and municipalities. 1,600 posters were distributed. A publicity campaign conducted through newspapers and television was also employed.

A participant in the course was defined as anyone who ordered the written material. The number of such participants was around 7,700.

After the course was completed, data on a random sample of 1,200 of these participants was gathered through a questionnaire but only 36% of these responded. Analysis of these responses showed that the primary school principals were most interested in the course. Of those who attended the group meetings, the general opinion seemed to be that they were highly beneficial. About 45% of the respondents considered the *Kijkwijzer* easy to read, the contents clear and easy to understand and about 33% considered the content “satisfactory”. Opinions about the *Vraagbaak* were similar. Finally, it is significant that 37% of the respondents said that the course offered them no new information.

(6) Induction

There is no induction programme in the Netherlands and no special arrangements are made for the probationary teacher. One of the Dutch teachers’ unions, the Nederlands Genootschap van Leraren, reported that some schools have developed a programme for young teachers but this is an *ad hoc* arrangement. At a recent
congress of the union (November 1979), several speakers suggested that an induction year be established — partly in the interest of the young teachers themselves, but also to improve the contact between the teachers’ training and teaching practice.

(7) Entitlement and Supply Teachers

INSET is entirely voluntary and takes place outside school hours; consequently there are no arrangements for supply teachers.

(8) Identification of the Needs and Wishes of Teachers

A systematic assessment of the needs and wishes of teachers has not been carried out so far, although many groups and organisations (including the Nederlands Genootschap van Leraren) have pressed for one as a matter of urgency.

(9) Percentage of Teachers Participating in INSET

No figures are available. According to the NGL “participation seems to be minimal”.

(10) Expenditure on INSET

It is impossible to estimate the real amount of money that is spent on INSET in the Netherlands. Insofar as INSET is organised by teacher-training colleges, the costs form part of their budget and are not traceable. Only those courses that are specifically subsidised or directly organised by the Ministry of Education, can be costed. The figures show a massive increase between 1974 and 1975, which was followed by cut-backs in the two following years. Increases in the 1978 budget have done little more than keep pace with inflation.

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditure on INSET approved in the Dutch Education Budget</th>
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</thead>
<tbody>
<tr>
<td>1973</td>
<td>f 15,788,000</td>
</tr>
<tr>
<td>1974</td>
<td>f 16,944,700</td>
</tr>
<tr>
<td>1975</td>
<td>f 30,310,000</td>
</tr>
<tr>
<td>1976</td>
<td>f 29,884,000</td>
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<tr>
<td>1977</td>
<td>f 22,642,000</td>
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<td>1978</td>
<td>f 25,675,000</td>
</tr>
<tr>
<td>1979</td>
<td>f 27,004,000</td>
</tr>
<tr>
<td>1980</td>
<td>f 28,878,000</td>
</tr>
</tbody>
</table>

(N.B. f=guilder: at current rates, f 4.08=IR£1)
A guide to the proportion of the education budget these figures represent is indicated by the fact that in 1975 the total education budget in the Netherlands was approximately £16,000,000,000. Thus, in the year of the highest expenditure on INSET, the Dutch government allocated a mere 0.002% of its education budget to INSET.
Chapter 5

INSET in France

(1) Introduction

As in most other European countries, the development of INSET in France has been closely related to the process of educational reform. For over a decade, a substantial and influential body of opinion in French education has expressed the view that the inservice education of teachers is a sine qua non for any significant reform of the educational system. This principle was given legislative force as long ago as 1971 when "vocational training, continued as a form of lifelong education," was enshrined as a national obligation. At the same time, a law concerning technological education provided for training and retraining activities for teachers in that sector.

However, although the concept of inservice education is approved in theory and endorsed in law, its expression in practice takes a wide variety of forms — many of which are quite unconnected and even contradictory. A relatively integrated programme of inservice education of massive proportions is discernible, i.e. the inservice education and training of primary teachers. Even here, the degree of coherence and uniformity is still far from satisfactory as G. Noël explained:

"The machinery set up for continuing primary teacher training has already reached a considerable degree of maturity and operational reality . . . it comprises a vast area of innovations. (But) the still brief history of this vast movement cannot be presented in the form of a harmonious table depicting uniform and smooth development. What characterises it, on the contrary, are the disparities . . . in the initiatives taken — or not — and the solutions adopted . . . in the pace and intricate pattern of development as between one plan and another."

The overall picture of INSET in France was summed up in Ferry's assessment that "At present, the continuing training of teachers resembles a vast work-site on which separate groups of people are at work, sometimes in co-operation, occasionally in competition and mainly in total ignorance of each other."

Although this brief introduction has drawn attention to the lack of co-ordination in the French situation, it should not be assumed that this indicates a lack of interest or purpose on the part of those involved in education. Perhaps the single major obstacle to the further development of INSET in France is lack of agreement. The economic uncertainty of recent years will certainly not make agreement any easier.

(2) Initial Training

(2.1) Primary teachers

Primary teachers are admitted for initial training in an “école normale” (local teacher-training institution) upon successfully completing the baccalaureat (Leaving Certificate examination) at the end of second-level education. Until the start of the academic year, 1979-80, they received a two-year training with no university diploma. However, since September, 1979, after a protracted campaign by the “Syndicat National des Instituteurs et Professeurs de l’Enseignement Général de Collège”, the major primary teachers’ union, a new three-year course has been instituted comprising two concurrent elements — one of which leads to the “Certificat d’Aptitude Pédagogique” and the other to the “Diplôme d’Etudes Universitaires Générales” (DEUG). The former element is supervised by the “École normale”, and the latter jointly by the “école normale” and the university.

(2.2) Secondary teachers

The initial training of secondary teachers is less easily characterised in view of a plethora of diverse regulations and a wide variety of training schemes: a situation which is deplored by the “Syndicat National des Enseignants du Second Degré”. Nevertheless, two broad forms of initial training can be distinguished:

(a) For teachers who wish to teach in the first cycle of secondary education only (Professeurs de l’Enseignement Général de Collège). Recruited from the primary teaching body or from students at the end of their first year of university study, teachers in this category receive a three-year course of training in non-university academic centres. This training is conducted over two periods: the first concentrates on the acquisition of knowledge in the subjects which the teacher will eventually teach (this period of study leads to the DEUG), while the second phase is a period of practical training.

(b) For teachers who wish to teach in both cycles of secondary education. Teachers in this category are subdivided into various types of which the principal two are the
“certifiés” and the “agregés”. Their training is considerably longer than that of other groups of teachers: five years for “certifiés” and six years for “agregés” with the obligatory requirement of a university diploma: a bachelor’s degree for “certifiés” and a master’s degree for “agregés”. Training in subject knowledge takes place in a university. After the acquisition of university qualifications, competition of a theoretical nature provides access to a one-year practical training in a Regional Pedagogical Centre. For the “agregé”, certification is acquired after success in the theoretical competition; for the “certifiés, certification is achieved by success in the practical examination at the end of the one-year pedagogical course.

(3) Co-ordination

In so far as INSET is co-ordinated in France at all, the Minister for Education is responsible for policy-making and decision-taking at the national level. At the regional level, the “Recteurs d’Academie”, heads of educational districts, have responsibility for a number of areas of INSET.

(4) Entitlement

Specific entitlement to INSET is guaranteed to only two groups of teachers: primary and technical/vocational teachers. A ministerial circular of June, 1971, lays down precise arrangements for the continued training of primary school teachers. Every established teacher is entitled to a full-time inservice education equivalent to one school year during his/her career. This provision may be availed of at any time in the career (except during the first five and last five years).

Technical and vocational teachers are also entitled to a specific period of inservice education (which is outlined in 5.2).

(5) Providers

(5.1) Écoles normales

The local “écoles normales” (teacher-training colleges) are primarily responsible for the INSET of primary teachers. The extent of their involvement in INSET has increased substantially since the implementation of the “Declaration of Policy on the Continuous Training of Teachers in the Primary Sector”, published simultaneously by the Ministry of Education and the Syndicat National des Instituteurs on 21st March 1972. This declaration established the entitlement to INSET outlined in (4) above.

Welcomed by the leadership of the SNI as a “revolutionary”
innovation, the massive INSET programme resulted from protracted negotiations between the Ministry and the union. The scope of the programme is immense: with the exception of some 25,000 teachers who were over 50 years old at the start of the operation, the plan concerned, immediately or in due course, the whole of a teaching force of 270,000 individuals as well as their trainers. Accordingly, the programme required the deployment of considerable additional resources since the replacement of teachers undergoing INSET alone necessitates a supplementary staff equal to 3% of the total teaching force.

The implications for the "écoles normales" have been considerable not only because they now devote up to 45% of their resources to INSET, but also because contact with the teachers as they undergo their INSET is encouraging them to revise their approach to initial training.

Prior to the implementation of the policy outlined in the Declaration, the release of primary teachers for INSET was linked to the teaching practice requirements of student teachers. At the beginning of the second year of training, the student teacher was placed in charge of a class, with full responsibility, for three months: the teacher of this class was thus free, if he/she wished, to attend a training course at the "école normale". This interchange between serving teacher and student teacher for a term affected around 10% of primary teachers between 1969 and 1972. It was then integrated into the plan for inservice training.

The joint Declaration defined the guidelines "which must govern the organisation of the continuous training of teachers" on the basis of two simple ideas: firstly, that the school is changing; and secondly, that the training of teachers is a vocational training involving the pedagogy of adults. Thus, it should be based on an analysis of the "work function" of the teacher, integrate practice and theory, and make teachers themselves the principal instruments of their own training — a training which they must expect to resume continually in a situation of accelerated social and cultural change.

Two ministerial circulars specified the machinery for the implementation of these principles. The main provision was obviously the entitlement of one school year full-time, to be distributed "flexibly . . . in accordance with formulas differentiated by duration and type", at the convenience of the individual concerned over approximately twenty-five years of his/her career (the first five and the last five years being excluded). In the immediate future, the aim was to provide all eligible teachers with an "initial further training" before 1978, on the usual voluntary basis. For this two types of course were available: firstly, those where, since 1969, teachers undergoing INSET were replaced in their classrooms by student teachers (approximately 7,500 per year available for one term) to enable them to participate in
a three-month multi-disciplinary programme, covering all the activities of the primary school; and secondly, those established since 1972 usually lasting six weeks and with a content centred around a major discipline for teachers released from duty by established peripatetic supply teachers. The supply complement increased from 2,200 to 4,500 between 1973 and 1976.

The legislation emphasised the fact that the local “département” authorities were to be allowed a large degree of autonomy to adapt the organisation of courses to local needs. Each “département” was to develop its own training plan after study by the EDRAP (Equipe Départementale de Rénovation et d’Animation Pédagogique). The incorporation of a large element of autonomy into the process of implementation is responsible — at least in part — for the lack of uniformity described in the Introduction. If local initiative is encouraged, it cannot be expected to follow the same lines in all cases.

The primary difficulties encountered in the implementation of the plan were of a psychological and pedagogical nature. Returning to the “école normale”, many primary teachers almost instinctively felt that they had become pupils again when faced with a training staff who appeared to treat them as such. Many teachers seemed to expect inservice education to provide them with authoritative ready-made answers to their professional problems. They were thus dissatisfied with courses of the academic type which failed to come to terms with the practical situation, and suspicious of training methods, e.g. seminars, discussion groups, etc., which did not conform to the traditional lecture form. Furthermore, although the legislation had suggested that, on completion of the period of INSET, they should act as leaders for groups of colleagues, many refused to consider this because they felt that they would be encroaching on the area of expertise of the trainers.

In regard to the pedagogical approach to be adopted by the trainers, the ministerial circular had asserted that:

“Every teacher training operation must be related to an analysis of the teachers’ needs . . . (accordingly) every course must make provision for a period of time reserved for fresh thinking and the expression of the needs that the training must satisfy. There is, however, no reason why this period should not occur reasonably far in advance of the training proper; this study of needs must be carried out with the active participation of those concerned, and take place as near as possible to the work context. This is why the inspectors . . . have been assigned particular responsibility in this area. The study must promote, between the trainees and their trainers a dialogue whose objective is convergence
between the progressive requests developed by the former and the proposals progressively adapted by the latter."

Although these provisions were couched in terms designed to guarantee the pedagogical autonomy of the teacher, they resulted in suspicion and confusion. The discussion of possible content for the courses led many teachers to feel that they were wasting their time, while the training staff were also dissatisfied — preferring instead to deliver lectures in the traditional manner. Gradually, through this experience both sides began to realise that this discussion period was not simply useful but essential to the effectiveness of the programme. This experience demonstrated that there is a need for preparation for both teachers and trainers.

Further difficulties arose in relation to the venue and duration of the courses. In 1969, with the teacher/student interchange mechanism in operation, it seemed logical to mount the INSET courses at the "école normale" for the length of the student teacher's teaching practice. However, with the participation of far more teachers under the new arrangements, many teachers (especially women, who constitute about 75% of the primary teaching force) requested that courses be organised on a more decentralised basis which would take them less far away from their homes and facilitate co-operative follow-up activities to a greater degree. The trainers have been reluctant to agree because of the disruption of their normal working arrangements and the absence of resource facilities comparable with those of the "école normale" (e.g. library, laboratories and audiovisual equipment).

These organisational difficulties have produced a variety of local response strategies, two examples of which follow:

(1) In a rural area where teachers favoured short decentralised courses, the inspectorate and the "école normale" arranged the training credit into three courses each lasting three weeks spread over three years. Each course combines two disciplines and every year three groups of teachers each tackle one of the three combinations. Thus a three-year rotation enables them to cover the whole programme. The advantage of this arrangement is that a large number of teachers can maintain contacts with each other and with the "école normale" for three years.

(2) Instead of block-releasing a teacher for six weeks, a system of regular release for one day a week throughout the year was adopted. This arrangement, which is particularly effective in areas close to the "école normale", allows INSET to deal more closely with every-day problems and to influence the educational practice of an entire school.
(5.2) The inspectorate

The various bodies of inspectors of the Ministry of Education are involved in the provision of INSET at various levels. The “Inspecteurs Départementaux de l’Education Nationale” (IDENs) cooperate with the local “école normales” in the provision of INSET for primary teachers, while the “Inspecteurs de l’Education Technique” (technical education inspectors) are responsible for the implementation of the national training plan for teachers in technical schools (collèges d’enseignement technique), outlined in the ministerial circular of 2nd May 1973.

This operation concerns 32,000 teachers (of all disciplines) and is intended to adapt their knowledge and methods to the development of technological education. The programme is conducted over four months at the place of work and consists of both collective work — the most intensive parts of the course — and individual or small-group work. Participants are divided into four groups according to their subjects and the length and type of training they have already received. This allows some of them to be exempted from part of the course. The programme leads to the award of a certificate which provides eligibility for new salary scales.

The inspectors are assisted, as the case may be, by school heads, supervisors (“chefs de travaux”) and tutors, who are teachers specially prepared for this role by an “École Normale Nationale d’Apprentissage” (the initial training college for technical college teachers).

(5.3) Écoles Normales Nationales d’Apprentissage

In addition to the contribution outlined in (5.2) above, the Écoles Normales Nationales d’Apprentissage also organise one-year courses for technical and vocational teachers on secondary-level adaptation classes and teaching in an industrial environment.

(5.4) Centre de Recherche Pédagogique des Enseignements Technologiques

The CRPET (Centre for Educational Research in the Teaching of Technology) organises a variety of inservice activities for technical and vocational teachers. These include national, regional and district seminars (lasting one to four days); national collective courses (in various establishments lasting three to fifteen days); training courses for assistant technical teachers assigned to classical and modern sections of schools; a three-month specialisation course for teachers of practical technical subjects interested in handicapped children; and one-year, full-time courses in an industrial environment. The Centre also organises a course of six monthly classes lasting three hours for
technical and vocational teachers. Those attending such classes are exempted from their teaching duties.

(5.5) Instituts de Recherche sur l’Enseignement des Mathématiques

The “Instituts de Recherche sur l’Enseignement des Mathématiques” (Institutes for Research in the Teaching of Mathematics) have made a major contribution to the inservice education of teachers at all levels of the French education system. The significance of this contribution was recognised in the official Declaration of March, 1972, which noted that: “By and large, the work of the IREMs represents everything that is most coherent, most notable and most effective in the policy for the further training of the teaching body, which is itself linked to the policy for the reform of content and methods in French education.”

The scheme began in 1969 in response to a twofold crisis: a shortage of qualified mathematics teachers and a need for the retraining of serving teachers to enable them to cope with major curriculum reform in mathematics. As a result of persistent pressure from mathematicians (and especially the Association of Mathematics Teachers) sixteen IREMs were established throughout the country as the first stage in a scheme to provide every educational district with at least one IREM.

In addition to their role as providers of inservice education for mathematics teachers, the IREMs also participate in research and produce teaching materials for use by teachers.

Organisationally, the IREMs are flexible structures: fifteen to twenty specialists (university or “lycée” teachers) come every Wednesday (which is a free school day in France), in addition to their ordinary duties, to teach approximately 200 “lycée” or “collège” teachers, working in groups of twelve to fifteen throughout the year at the rate of three hours per week or fortnight. The teachers involved are allowed a corresponding reduction in their official teaching hours.

Although originally concerned only with general education, the work of the IREMs has developed to include vocational and technical education. A four-year programme for retraining technical college teachers in modern mathematics has been developed in co-operation with the inspectorate and the “Office Français des Techniques Modernes d’Education” (which has since been renamed the Centre Nationale de Documentation Pédagogique). The programme has included the use of television broadcasting and specially-made films, distributed by the Centres Régionaux de Documentation Pédagogique.

The research activities of the IREMs, which are conducted in conjunction with the “Institut National de Recherche Pédagogique”, include multidisciplinary projects as well as specialised mathematics work.
(5.6) Centre National de Documentation Pédagogique and Centres Regionaux de Documentation Pédagogique

In addition to the activities outlined in (5.5) above, these centres provide refresher courses in a range of subjects (especially mathematics and artistic subjects) and techniques (particularly audio-visual) for primary teachers and courses in general subjects for secondary teachers.

(5.7) Institut National de Recherche et de Documentation Pédagogique

The National Institute of Educational Research and Documentation provides supportive services to other direct providers (e.g. the IREM$s referred to in 5.5) as well as conducting research programmes which frequently require the involvement of practising teachers. One such major project in the area of school structures was conducted by the Institute during the period 1967-75. Twenty educational establishments were involved in the programme. For the teachers participating in the research teams, the project constituted an important and effective form of inservice education: not only did they participate in study days under the leadership of scientific experts, but they were also encouraged to carry out experimental activity in the classroom.

(5.8) Institut National de Science et de Technologie

The National Institute of Nuclear Science and Technology provides courses at Saclay lasting five and ten days for physical science teachers in upper secondary education.

(5.9) Centre National de Preparation au Professarat de Travaux Manuels Educatifs et d'Enseignement Ménager

The National Centre for the Training of Handicrafts and Domestic Science Teachers provides initial and inservice training for teachers of those subjects at second level.

(5.10) Centre National de Télé-Enseignement

Since 1962, the National Centre for Distance Teaching has offered a wide range of inexpensive correspondence courses to various categories of teachers for the purpose of further training or retraining. Of particular significance have been its courses for primary teachers in modern mathematics and, since 1973, in the “integration of artistic teaching (plastic arts) into the educational system of the elementary sector”.

(5.11) Radio- Télévision Scolaire

“Radio-Télévision Scolaire”, the French educational broadcasting service, transmits information broadcasts for teachers every week: two hours of television and two and a half hours of radio for
secondary teachers, and one and a half hours of television (repeated twice) and one hour of radio for primary teachers. All these broadcasts are transmitted outside school hours, but immediately after afternoon classes, in order to encourage group audiences in schools.

(5.12) Provision in special education

(5.12.1) The centre at Suresne organises, among other activities, five study days on problems concerning the integration of foreign children, and five study days on problems raised by children with defective eyesight.

(5.12.2) The Beaumont centre provides retraining courses for primary school teachers working in special classes for children with remedial needs over five days; courses for teachers intending to teach adaptation classes (again over five days); and study days for teachers of practical, technical subjects teaching in specialised education sections and national apprenticeship schools.

(5.12.3) A specialised training and information centre was opened in September 1975 at the "école normale" in Lyons (three similar centres were opened in Lille, Avignon and Parish) to provide information and training for teachers of the children of migrants at all levels.

The training of the teachers is provided in the form of courses, given mainly by specialists from the universities and organisations such as the Centre de Recherche et d'Etude pour la Diffusion du Français and the Bureau pour l’Enseignement de la Langue et de la Civilisation Française à l’Etranger. Primary teachers are given a course divided into two three-week blocks, while teachers in lower secondary education receive one week only because of organisational difficulties. The programme is of a multi-disciplinary nature and includes four major elements: sociological, political and economic information (concerning immigration in general and the various ethnic groups represented among the emigrants); linguistic and psycho-linguistic information; psychological information (racism, xenophobia, etc.) and pedagogical information (treatment of children with remedial needs); and didactic materials and teaching methods.

Inspectors also receive inservice training in these centres, consisting of eight-day courses centred on one topic (e.g. reading). School principals and welfare workers are provided with information days or weekends.

(5.13) Other administrative provision

Every year, the "Bulletin Officiel du Ministère de l’Education et du Secretariat aux Universités" announces a certain number of national
training courses (including most of the above) which can be grouped into four basic categories:

(i) further education in a given discipline or technique;
(ii) specialised training in teaching various categories of handicapped children and performing the additional duties of psychologist, "conseiller pédagogique" and inspector;
(iii) preparation for the job of school principal;
(iv) preparation for the role of inspector.

"Readjustment" programmes are also provided for teachers who have been temporarily absent from their work because of illness, mainly mental breakdowns.

(5.14) Universities
The universities organise various activities for teachers at all levels. These activities (which include study days, lectures, courses, etc.) are becoming increasingly numerous but do not form part of any organised programme of inservice education.

Indeed, it is surprising that the universities have not been more closely involved in the development of inservice education in France — particularly in the massive INSET plan for primary teachers. Georges Belbenoit, the "Inspecteur Général de l'Instruction Publique", explains: "It is not that the universities are refusing to do it: some are even offering, via advertising in newspapers, courses intended for primary teachers. But the teachers only ever follow them on an individual basis, and usually with a view to university qualifications that will make them eligible, after examination, for employment as upper secondary level teachers or inspectors."

(5.15) Subject associations
Various subject associations provide inservice courses for teachers in their subjects.

(5.16) Private organisations
Inservice courses are also provided by a variety of private educational organisations and other agencies. Among these bodies, the most significant are:

(5.16.1) Union Sportive de l'Enseignement Primaire
The USEP is a private institution exercising a public function. As well as organising leisure sports activities for primary school children, it is authorised to provide primary teachers with information to assist in the teaching of physical education. Its staff (composed of primary teachers, inspectors and specialist PE teachers with experience of primary schools) develops educational material and provides training courses for teachers. Courses are organised at three levels: district,
regional and national. Teachers proceed to courses at the latter two levels after first completing a district course.

(5.16.2) Fédération Sportive et Gymnique du Travail

The FSGT is an all-sports federation concerned to preserve the cultural value of sport. The Federation considers that the school can make an important contribution to this aim. For over a decade, therefore, the Federation has organised the “Maurice Baquet” training course at Sète on the Mediterranean coast at the start of the summer holidays. Over a hundred teachers participate each year at their own expense. They are mainly specialist PE teachers and student teachers, but also primary teachers and educationalists. The methodology of the course is based upon the view that the PE teacher must adopt an experimental attitude in pedagogy. The course, therefore, aims by a variety of techniques to inculcate this attitude in the participants.

The success of the “Maurice Baquet” course has been such that the educational district of Besancon has modelled its own official INSET course for PE teachers on it.

(6) Training of Teacher Trainers and Inspectors

It is a remarkable feature of the INSET of primary teachers in France that it is accompanied by a methodical programme for the INSET of all those who contribute both to the development and to the implementation of the departmental plans.

(6.1) The training of training-college teachers (PENs) is an example of professional conversion as a result of the transformation of the establishments in which they work. From 1945 to 1969 the French training colleges were in some ways “lycées” with a pedagogical vocation: student teachers studied there for three years for their baccalaureat before receiving a one-year professional training. They are now vocational training institutions receiving trainees after they have obtained their baccalaureat and turning them into primary teachers in three years (two until 1979). The “lycée” teachers who made up almost all of the staff thus found themselves faced with a task different from that for which they were qualified. Furthermore, the large-scale arrival of serving teachers for INSET has now made their need to acquire a new professional profile more obvious.

Two series of measures have been adopted since 1971 in order to help them in this:

— an adaptation course lasting one school year accepts 30 to 40 volunteers of all disciplines from among newly-appointed teachers in training colleges, in a single centre in Paris which also accommodates inspectors (IDENs) undergoing initial training;
—further training courses lasting half a school year are open to practising PENs, also volunteers, in three centres attached to training colleges in university towns, at the rate of around twenty per centre.

(6.2) Instituted in 1974, the initial training of the inspectors (IDENs) is directed at teachers who are recruited by examination: in this sense, it is a special case of INSET (with a change of occupation and promotion). Like the adaptation courses for the PENs, it is conducted with reference to the work function to be performed, but it lasts two years instead of one, since the difference between the functions is greater. It is organised on an alternation basis, but the first year retains a strong theoretical bias, while the second is almost purely practical: it also ends in tests of a professional nature, corresponding to the various roles which devolve nowadays upon the IDEN: inspection of schools and classes, leading a group of primary teachers undergoing INSET, work with student teachers, and a specialised test in one discipline or for one level. A final significant feature is that the candidate is involved in the examining board for the assessment of his performance in the examination — which foreshadows the attitude now recommended to inspectors in their relations with teachers, in order to overcome the contradiction between the inspector-assessor and adviser-trainer functions.

In the last few years, the INSET of IDENs has rapidly become absorbed in a more extensive programme of INSET of staff participating in the initial and in-service training of primary teachers which is modelled on the principle that people who are required to work in teams must be trained in teams. Thus, there are joint courses at the national level for IDENs, the PENs and training college directors, with priority being given to departmental "threesomes". Other courses, which are regional, also add to these three categories the pedagogical counsellors who are attached to the IDENs. Organised in alternation (two sessions separated by a return for several weeks to normal duties), these courses are above all a joint consideration of the problems encountered in the INSET of primary teachers.

(7) Induction

No provision for induction is made in France.

(8) Participation Rates

In its reply to a Council of Europe survey in September, 1975, the Ministry of Education reported that INSET activities of an average duration of two weeks were availed of by 179,000 teachers in 1973, 188,000 in 1974 and 195,000 in 1975. These figures correspond to
approximately 30% of the total number of teachers. Unfortunately, no more recent figures are available.

(9) Expenditure

Unfortunately, no figures on expenditure are available.

(10) Criticisms

In addition to the criticisms implicit in the Introduction and the various comments from unions and other authorities recorded in the report so far, the most serious grievance felt in relation to the existing provision of INSET in France is undoubtedly that of the “Syndicat National de l’Enseignants du Second Degré”, the main secondary teachers’ union. The absence of entitlement and the inadequacy of current provision is roundly condemned by the union. The SNES charges that the courses organised under the auspices of the administration bear no relation to initial training and lack the involvement of the university. The union accuses these courses of being narrowly utilitarian in aim since they are concerned most often with facilitating the introduction of teaching reforms. The union is also critical of the absence of teachers from the teams which develop these courses.

The SNES also favours the introduction of an induction year for the first year of teaching, during which the newly-qualified teachers will receive advice and assistance and benefit from a lightened teaching load.

The union holds that INSET must be recognised as a right for all teachers and protests against the “inadmissible delay of the Ministry of Education in recognising this right of secondary teachers, in spite of the law of 16th July, 1971”. The union demands an end to the current reluctance of the Minister and the regional educational administrations to allow co-operation between the universities and secondary teachers’ and specialist organisations. Ideally, the union would like to see the development of university training centres, which would gradually assume the functions of the many other INSET agencies (e.g. écoles normales, écoles normales nationales d’apprentissage, instituts de recherche sur l’enseignement des mathématiques, etc.).

The “Syndicat National des Instituteurs et Professeurs de l’Enseignement Général de Collège” is naturally proud of its achievements in negotiating the massive INSET programme for primary teachers. However, the SNI-PEGC are by no means complacent: they report that they are currently worried by the behaviour of the government who would like to reverse these recent INSET measures. In particular, the Ministry of Education would like INSET to take place outside working hours, according to the union.
Chapter 6

INSET in the Federal Republic of Germany

(1) Background

In the Federal Republic of Germany, responsibility for the training of teachers, like that of the school system as a whole, belongs to the eleven “Länder” (the states and city-states of Schleswig-Holstein, Lower Saxony, North Rhine-Westphalia, Rhineland-Palatinate, Saar, Hesse, Baden-Württemberg, Bavaria, West Berlin, Bremen and Hamburg). In all of them, INSET is recognised by law as now being equal in importance to the two phases (academic and practical) of initial training. It is regarded as being essential to the maintenance of skills and to the continual adjustment to the rapid development of scientific ideas, economic conditions and the employment market. The wording of legislation, therefore, imposes upon teachers a professional obligation, which is in all cases ethical and sometimes even statutory, to continue their training and participate in programmes organised for their benefit by the authorities.

(2) Initial Training

Initial training in the Länder is categorised according to the type of school the trainee intends to teach in. For teachers in the “Grundschulen” and the “Hauptschulen”, three years of study at a college of education or polytechnic is necessary, while for the “Realschulen”, three years of study in a college of education or university is required; for teachers in “Gymnasiums” and “beruflichen Schulen” at least four years’ study at a university.

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<th>Age</th>
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<td>5 6 7 8 9 10 11 12 13 14 15 16 17 18 19</td>
<td>Grundschule  Hauptschule  Volkschule  Realschule  beruflichen Schule (Technical college) Gymnasium (Grammar school)</td>
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Training at colleges of education includes educational, pedagogical and professional elements whereas the universities generally educate future secondary teachers only in a specific branch of knowledge. At the end of this first phase of initial training, trainee teachers
sit the first state examination for the teaching profession (in the case of primary teachers) or the standard academic examination (in the case of second-level teachers). There then follows a period of one to two years of professional activity accompanied by pedagogical training before the second state examination for the teaching profession. Success in this examination results in the award of a permanent teachers’ permit.

(3) Provision of INSET

(3.1) INSET activities are provided by the following agencies: (1) INSET institutes of the individual Länder; (2) supra-regional INSET institutes which are privately controlled; (3) city INSET institutes; (4) the universities; (5) institutions of regional INSET and curriculum development; (6) the German Institute for Correspondence Courses ("Deutsches Institut für Fernstudien"); and (7) a number of other providers.

The Länder collaborate to varying degrees (particularly by subsidising them) with supra-regional institutions:

— a teachers’ union (Diesterweg-Hochschule, Berlin);
— the Protestant Church (Institutes of Westphalia, the Palatinate and Heilbronn in Bavaria);
— the Catholic Church (Essen, Mainz, Saarbrücken and Gars in Bavaria).

With the exception of Berlin, Essen, Mainz and Saarbrücken, these institutions are concerned almost exclusively with religious education. The towns and cities of Bremerhaven, Bochum, Düsseldorf, Cologne, Nurnberg and Munich maintain institutes for their teachers which are run by permanent staff and offer relatively varied activities. Since courses and conferences are held during the afternoon or evening, replacement of teachers in their classrooms is not an issue and the cost of the operation is modest. These institutes are gradually acquiring more resources (media banks, libraries, etc.) and advisory services to which teachers bring their practical problems. In this way they are moving towards an approximation of the English and Welsh Teachers’ Centres.

Some universities (Hamburg, Göttingen, Hanover, Mainz and Frankfurt) or training colleges (Heidelberg and Münster) offer advanced training courses. The new universities at Bremen, Oldenberg, Osnabrück and Bielefeld are doing the same, on an experimental basis. However, the university contribution remains relatively small.

Several model attempts have recently begun to develop new forms of INSET with teacher participation in curriculum development. In Hesse, as a result of reform of the curriculum, a “Model Attempt on Regional INSET” has begun. Similar INSET projects based on
curriculum development have been developed in Münster and Munich.

Of growing significance for INSET are the correspondence courses of the German Institute for Correspondence Courses ("Deutsches Institut für Fernstudien") in Tübingen, which is funded jointly by the Federal Government and the Länder. In recent years, the Institute has begun to produce programmes for television and radio broadcasting.
A variety of different groups (teachers' associations and unions, and popular education or political science institutions), as well as regional inspection departments and religious institutions, provide, in a scattered and unco-ordinated fashion, activities which can contribute to INSET and sometimes can even be taken into account for promotional and salary purposes.

(3.2) Despite these many and varied contributions (which are difficult to assess both quantitatively and qualitatively), the most significant INSET is that organised by the Länder. In two of them (West Berlin and Lower Saxony), these activities are managed directly by a specialised department within the Ministry itself. All the others have set up autonomous institutions, extended in some cases by local branches:

- in Baden-Württemberg, the Academies of Calw, Comburg and Donaueschingen (more directly subordinated to the ministerial departments than those listed below);
- in Bavaria, the Dillingen Academy (with its two "outposts" at Gars for Catholic teaching and at Heilbronn for Protestant teaching);
- at Bremen, the "Schulpraktischer Institut";
- at Hamburg, the "Institut für Lehrfortbildung (INSET);
- in Hesse, the "Hessisches Institut für LFB" (the "Rheinhardswaldschule" with its outposts at Cassel, Frankfurt-am-Main, Weilburg and Wetzlar);
- in Westphalia, the "Landesinstitut für Schulpädagogische Bildung" at Düsseldorf;
- in Rhineland-Palatinate, the "Staatliche Institut für LFB" at Speyer;
- in the Saar region, the Staatliche Institut für LFB";
- in Schleswig-Holstein, the "Landesinstitut für Praxis und Theorie der Schule" at Kiel.

Without being identical, these various institutions share many points in common. Their directors also maintain close relations with each other, have established an "Arbeitsgemeinschaft" (a work or study association) and publish a bulletin.

The main differences between them are in regard to accommodation and staffing. The three academies in Baden-Württemberg have 250 beds available in their own right, while Bavaria has 210 and Lower Saxony has 200 in five hostels directly dependent upon the Ministry. On the other hand, Westphalia, the Palatinate and the Saar region possess no residential accommodation in their own right.

The permanent staff is confined to the three academy directors in Baden-Württemberg (for 66,000 teachers). But it increases to 60 INSET teachers in Westphalia (serving 110,000 teachers), and also at Bremen (for 5,516 teachers): in this case, however, allowance has
to be made for the practical element of initial training in which the Institute also participates. Schleswig-Holstein states that it has 184 "Beamte" (officials) to cater for 16,000 schoolteachers.

Other individual features are derived from geographical factors (particularly for the three city-states) or from history: the Institute at Bremen, which was founded in 1967, took over from a former pedagogical library which in 1953 became a kind of Teachers' Centre. This has favoured the combination of the three major functions in this institution: practical initial training (the Institute is representative of the examining board for the teacher's certificate), inservice training (both further training and promotion-related training), and teaching advisory services.

With the exception of the Hamburg Institute, which dates back to 1925, all these institutions have been founded only recently and are developing rapidly with the advance of school reform since 1970. They cater for all categories of teachers, both primary and secondary, and offer them the option of joint courses (for suitable subjects) or special courses for each category. There is official authorisation for large-scale information services, and in the majority of cases publications are distributed widely with the aim of extending the benefit of the courses and training schemes to teachers who do not attend them. The academies usually have the dual role of organising training sessions themselves and co-ordinating those provided by others. They also devote their effort, sometimes on a priority basis, to the training of "propagators", leaders who will conduct decentralised meetings or training schemes in the school districts.

Above all, however, they share priorities for action which are based, with minor differences, on the same general conception of the role of the school in society, starting from the educational and social function for which teachers must be prepared INSET is viewed explicitly as accompanying (if not preceding) the reforms which are either in progress or planned, in the context of the democratisation and modernisation of education. The six-monthly lists of courses demonstrate this concern: to broaden teachers' views of their own role and that of the school in a context of preparation for life in all its different aspects, i.e. work, civic action, leisure, etc., and to cause them to adopt, in relation to their teaching, an attitude which is more experimental, objective, scientific and precisely defined.

Within these major guidelines, the INSET institutions offer, either separately or in combination, a most varied range of activities: in addition to the residential training schemes lasting two to five days (the most common formula), there are conferences, half-day or one-day meetings, seminars (held over periods of varying length but usually on the basis of weekly sessions) and "distant" courses by correspondence, radio or television. Without exception, all these activities are voluntary and qualify, where necessary, for compen-
sation and exemption from work. The pedagogy taught in the training schemes is also modelled on the idea that the teacher of today must look beyond his/her own subject and the transmission of knowledge, and also that he/she must regard himself/herself as a professional, capable of defining his/her objectives, determining the paths to be followed in order to achieve them, and evaluating the results obtained.

(3.3) It would have been useful to conclude this general review with some statistical information on the number of teachers actually affected by these activities. Apart from the fact that only partial figures are available (not all the Länder have carried out surveys and those which exist are neither complete nor comparable), they are difficult to interpret. The following examples will illustrate this. At Bremen, in 1973, the 5,516 teachers were offered 300 training schemes which were attended by 6,830 participants. In Berlin (with a teacher population of 14,870) from April, 1973, to March, 1974, 458 courses (each comprising ten to fifteen sessions of 90-180 minutes) attracted 6,100 participants. In Hesse, 13,650 of the 35,000 teachers attended courses or training schemes offered, as did 21,500 of their 110,000 colleagues in Westphalia. It would be unwise to speculate on these figures. All that can be deduced from them is that even as long ago as 1973 the scale of the operations underway was by no means negligible (between 20% and 25% of teachers had attended the approximate equivalent of a week's training). All qualified observers consider that this rate of participation has increased.

(3.4) Problems

The expansion of INSET in Germany has not kept pace with demand. Furthermore, the insufficient supply of INSET and the shortage of additional teachers in schools do not permit the systematic further training under acceptable learning conditions of each teacher in rotation. The availability of space is often insufficient to train the "propagators" mentioned above.

The accusation heard most often from teachers against INSET is that what is offered is often not applicable to the school, although on the other hand the desire for specific subject-oriented or theoretically-oriented reinforcement is articulated in surveys. It has been assumed on the basis of these surveys that, as long as teachers cannot regularly fall back on offers for further training, they expect direct aid for instruction. However, improved forms of co-operation and feedback between INSET and actual school practice might contribute to the resolution of the apparent conflict between theory and practice.

The co-operation of the different INSET institutes amongst them-
selves has until now only been effective on the level of individual Länder, e.g. Bavaria and the Rhineland-Palatinate. On the Federal level, there is hardly any contact or exchange of ideas. Exceptions are the sporadic conferences of the directors of state institutes and the routine work conferences of the Catholic INSET institutes. Contacts between INSET institutions and the universities are very limited — if one does not take into account university teachers as speakers at INSET activities.

4) INSET in Bavaria

*This section is included as an example of provision in an individual Land*

Bavaria has 70,000 primary and secondary teachers. Every six months, 45,000 Ministry brochures are distributed to the schools to advertise the 300 or so INSET programmes offered to volunteers and co-ordinated by the Dillingen Academy. It is the academy which prepares the brochure, in accordance with the instructions of a committee on which it is represented together with the Ministry and the “Staatsinstitut für Schulpädagogik”.

Founded in 1971, the Dillingen Academy is directly responsible to the Ministry. Its function is to organise or co-ordinate INSET intended for all categories of staff, and in particular to train “propagators” to conduct sessions organised in the various school districts in the Land. It works in close collaboration with the Catholic Academy at Gars (half of whose 60 places are added to the 150 available at Dillingen, the other half being reserved for religious teaching) and with the Protestant Academy at Heilbronn, as well as with the teachers’ broadcasting service (“Lehrerkolleg”) of Bavarian television. It has some fifteen full-time and four part-time training staff (in addition to administrative, secretarial and ancillary staff).

A brief analysis of the brochure “Lehrerfortbildung in Bayern” (INSET in Bavaria, No. 10, February-July 1976) highlights, among the wide variety of courses, several major preoccupations. It is also noted, in a preamble, that these result from an agreement between representatives of the various academic branches and training institutions. For all categories of INSET, the emphasis is placed on:

— the observation and guidance of pupils;
— the problems of education (“Erziehung” distinguished from the problems of teaching “Unterricht”) which concern emotional, personal and social training as preparation for family life and leisure activities more than instruction in the subjects on the curriculum;
— group teaching;
— school administration.
The catalogue lists 260 sessions, usually lasting five days and open to 20 to 40 participants: 160 at Dillingen or Gars, 50 scattered over fourteen locations, 7 organised by the official media banks, 26 for Catholic teaching at Gars and 17 for Protestant teaching at Heilbronn. Some of these sessions are repeated, some form a series, and others are based on a complex formula staged over the year, resumed the following year and leading to a diploma (this applies particularly to pastoral functions); lastly, others are linked, also leading to an official qualification, to the broadcasts of the "Lehrerkolleg" (for sport, for example). There are also 20 training seminars on the teaching of road safety, and correspondence courses, at three levels, intended for foreign teachers living in West Germany with a poor knowledge of the language. These courses extend over two years and include sixteen meetings per year at various locations according to demand: they are for those teaching children of migrant workers their own language.

The categories catered for by these courses are as follows:

- 29 are intended for teachers of all categories: courses leading to pastoral functions, courses in religion, teaching techniques (from the development of curricula objectives to the use of media or of games), and general vocational education (around the theme: "The economy, politics and society"): they also include a course for the teaching of German to the children of migrants;

- 112 are intended for the "Volkschule", 230 for the "Realschule", 63 for the "Gymnasium", 35 for careers teaching and 14 for special education (with some duplications since some courses are intended for two or three categories).

The courses can also be categorised in the following way:

- 18 relate to aspects of general pedagogy or educational sciences, 14 to the use of the media, and 9 to school administration;

- 6 are intended for training leaders ("Seminarleiter"), 10 for future advisers (at different stages in their training, some of them, for example, having already followed the televised course), and 6 for infant-school teachers;

- 22 concern the "Kollegstufe", the reformed upper secondary stage, and the "Orienterungsstufe", the observation stage common to the Hauptschule and the Gymnasium, and study the repercussions of these new forms of organisation on the disciplines;

- the remainder are distributed between subjects, particularly religious education (43 courses), sport, music and the arts (26 courses), and a comprehensive preparation for practical living (22 courses); the traditional disciplines are also
included, but mainly from the viewpoint of their adaptation to the general programme of teaching by objectives and scientific assessment.

(4.2) Lehrerkolleg

As part of its school broadcasts (Telekolleg), since 1969, the Bavarian broadcasting service has been transmitting twice a week on Tuesdays and Thursdays around 5 p.m., a broadcast intended for teachers (Lehrerkolleg). It is a multi-media course (Meidenverbundkurs), and teachers who wish to participate can obtain back-up materials, enrol in group meetings, sit an examination (Abschlussprüfung) and obtain a certificate. The following examples will indicate something of its nature:

—in 1972 two series were alternated with each other: a repeated series on pedagogy and practical teaching in primary schools, and a new series entitled “Analysis of Teaching” which aimed, by presenting sample teaching situations, at stimulating teacher viewers to think carefully about their own behaviour in the classroom;

—the years 1975 and 1976 combined five major themes:
—two practical series, one of them (thirteen broadcasts) on the use of the media, with two group meetings and a final certificate, and the other on physical education in primary schools: the six broadcasts were followed each week by a practice session for twenty teachers in each of the seven school districts, with the possibility of obtaining a certificate;
—two general information series, one relating to teaching experiments currently in progress (twelve broadcasts: “Schulversuche in Bayern”) and the other to the economy—not the specialised teaching of economic science, but the aspects of economic life which must be taken into account in every discipline (even literary, religious or artistic) if the school is to provide realistic preparation for life.

These last two are particularly interesting. Since they are broadcast on the general network, they are addressed to the general public as well as to teachers, with a view to breaking down the isolation of teachers. As regards the teachers themselves, who can obtain substantial back-up materials, the aim is more to broaden their general professional education and associate them with the transformation of the educational system than to provide them with additional technical training directly applicable to the classroom situation, since this is covered by the other two series.
(4.3) The "Medienlehrer" project

From 1971 to 1975, the Dillingen Academy published twenty-four sets of proceedings of sessions thought likely to interest a wider public than the participants alone. Two of them, entitled "Continuity in Teacher Education" and "La formation continue des enseignants" are cited in the introduction to a project for the training of serving teachers in the didactic use of the media and in pedagogical technologies carried out by the "Forschungs- und Entwicklungszentrum für objektivierte Lehr- und Lernverfahren" (FEOLL) at Paderborn, Westphalia.

The "Medienlehrer" project (which can be fairly translated as "media teacher") is intended to fill a gap between two formulae available in the field of initiation into modern teaching methods: that of the training schemes, which can reach only small numbers, and that of television broadcasts, which lack practical work and human contact. It is necessary to promote individual access to processed information (which will, as a spin-off, familiarise teachers with the idea of introducing the computer into teaching, as an object of study and as a tool), and, through its use, to a whole range of scientifically developed pedagogical materials, such as slides for projection.

What the sponsors have in mind is not to train a few specialists in audio-visual techniques (viewed as a discipline in itself) or in programmed teaching, but, in the long term, to make every teacher capable of introducing the use of the media into his/her educational practice in order to do more for the pupils, and hence of reflecting personally on the aims of education and reconsidering all his/her own methods accordingly.
(1) Background

In Denmark responsibility for education is decentralised. In matters of education the Danish State assumes only an advisory role and not one of control. Parliament and the Ministry define the objectives, the disciplines to be taught, and the structure and length of compulsory schooling, but the local authorities and the schools retain responsibility for the curricula.

This local autonomy is traditionally accompanied by the pedagogical independence of the teacher in the classroom. This is an intangible principle, officially confirmed in the legislation governing the activity of the “DLH” (Danmark Laererhøjskole, or Royal Danish College of Pedagogical Studies) which is the central institution responsible for the further education of teachers and teacher-trainers. A teacher who is regarded as free to choose his/her own ways and means for achieving the objectives of education can be offered more explicit information on possible methods, but not presented with solutions ready for use.

Figure 1: The School System in Denmark (pre-1977)

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Nurseries & Kindergartens

Folkeskole

Hovedskole (Main school)

Vocational courses

Realinie (Mod. section)

Teachers' colleges

Gymnasium

Universities

Figure 2: The Reformed School System

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Nursery School

Folkeskole

Teachers' colleges

Gymnasium

Universities

Vocational courses
Inservice training, which is organised on a voluntary basis must therefore consolidate in the users a proficiency for independent thinking about the problems they encounter in the practice of the profession.

Denmark is politically preoccupied with the social role of the school, especially as regards the equalisation of opportunities. There may be some conflict between the principle of decentralisation of responsibility for schools and the aim of equality of opportunity, however, in public opinion and Parliament, the main preoccupations are evolution towards a polyvalent system throughout the whole of compulsory schooling and the extension of this compulsory schooling from ten to twelve years. This process reached a significant stage in 1977 with the passage of the new School Act which replaced the old binary structure (see Figure 1) with a new comprehensive compulsory school system (see Figure 2).

The period of compulsory education in Denmark is from first to ninth class, but the folkeskole must offer students the option of a tenth year. In special cases the folkeskole can permit the partial or total absence of a pupil from school to participate in trainee service in firms and institutions, but this arrangement can only be made after at least seven years of instruction.

(2) Initial Training

In Denmark the professional preparation of teachers falls into two distinct categories. These are a four-year course at one of the national training colleges or at the independent teacher training college at Ollerup for teachers in the folkeskole, and a university degree course followed by a six-month professional course for teachers in the gymnasium. Under the pre-1977 structures, the staff of the realinie included teachers trained by both these routes: therefore, it is possible that teachers at the senior end of the folkeskole may have been trained as gymnasium teachers.

Unfortunately, no information has been made available to us on the nature of the initial training course for teachers in the folkeskole. However, in reply to a FIPESO (see Chapter 3, Section 5) questionnaire published in June, 1979, the Gymnasiekolernes Laereforening (The National Union of Gymnasium Teachers) explained that a variation in the training of their teachers has recently been introduced in “the two new universities” where the professional and academic elements are being integrated. The professional element of the standard initial training consists of pedagogy, psychology, school hygiene, teaching methods, teaching aids and aims of education.
(3) Providers

Responsibility for the major part of INSET provision in Denmark lies with one centralised institution, the Royal Danish School of Educational Studies, which is described below.

(3.1) The Royal Danish School of Educational Studies
("Danmarks Laererhøjskole", abbr. DLH)

(3.1.1) The Royal Danish School of Educational Studies is the Danish State institution for the further training of teachers in the primary and secondary school (grades 1-10).

According to the law about DLH (1963) the tasks of the school are formulated in this way:

"The Royal Danish School of Educational Studies has the responsibility of providing further education for teachers from the primary schools and teacher training colleges and others who are on an equal professional footing with them as well as to develop and utilise scientific research with special reference to the school."

Translated into practice this means that DLH has the following tasks:

— to hold courses at a high level for primary school teachers in all the subjects of the primary school curriculum (with the exception of physical training and woodwork), as well as in pedagogy and psychology;
— to establish qualifying graduate studies;
— to attend to the further training of teachers from teacher training colleges;
— to carry out educational research.

The DLH is an institution which covers the whole country. DLH's responsibility for further education thus applies to all primary school teachers and teacher training college teachers in the country.

(3.1.2) Structure and organisation

DLH consists of the main institution in Copenhagen and seven branch institutions, which are located in large provincial cities. Each branch has its own leader, whose job it is to plan and provide for the implementation of courses, etc., within the domain of that particular branch. The whole country is covered in this way. The institution in Copenhagen is open to teachers from the whole country, and teachers residing in the provinces are free to participate in courses given at another branch institution.

In 1976 there were approximately 150 full-time teachers at DLH. Of these 25 were full professors, 35 associate professors, 60 assistant professors and 22 research fellows. By far the greater number have
their main work at the institution in Copenhagen. In addition to this a large number of part-time teachers (in 1976 about 1,800) are employed in further training.

DLH is governed by a vice-chancellor, a supreme governing body and a number of institutes. The vice-chancellor is elected from among the full-time teachers for a period of three years, according to special rules and can be re-elected.

The rules for the management of DLH are identical with those of the universities and the other institutions of higher education.

DLH is at present organised into thirteen institutes. Each institute comprises one subject, e.g. Danish, Religious Education, Foreign-Language Teaching, Mathematics, Physics, etc., and besides DLH has a rather large institute for the various educational and psychological disciplines. In addition, special departments for the Creative Arts and Needlework have been set up. Each institute is headed by a council which is responsible for the administration of resources within the area covered by the subject in question, not only in Copenhagen, but in the provincial branch institutions as well. One-fourth of the members in the institute councils are students, one-fourth are technical/administrative staff and half of the members are teachers. A so-called study-board is responsible for the teaching in the various courses of study within each subject. In these study-boards half of the members are students and half are teachers.

Curricula (syllabuses) and teaching materials are worked out on a large scale by members of the permanent teaching staff and placed at the disposal of further-training units throughout the country. All the courses, their content, form and duration must be approved by the study board, and the same applies to the part-time teachers who teach at any of the branch schools.

Recently even greater independence has been granted to the individual branches in relation to the institution in Copenhagen. Branch councils have been set up at each branch institution. These councils are taking over part of the functions which otherwise reside either with the leader of the individual branch or one of the above-mentioned governing boards.

In order to ensure close contact between DLH and the public a broadly composed council has been set up at each branch. This council, which has advisory functions, is composed of representatives from the local branches of the Danish teachers’ union, from the school authorities, training colleges, etc. The councils hold two or three meetings a year, at which the activities of the institution are discussed.

(3.1.3) Types of courses and studies.

The greater part of the activities are part-time courses in which the
instruction takes place in the afternoon and in the early evening hours. Part-time students have the possibility of getting a reduction in their weekly number of compulsory teaching hours (cf. the section on the DLH budget).

Some courses and studies are run as full-time courses. The necessary exemption from work is paid for by the State or — to a limited extent — by the local authorities. The participant may also pay certain expenses herself/himself (cf. the section on the DLH budget).

The DLH makes a distinction between long and short courses, defining long courses as totalling 70 hours or more and short courses less than 70 hours.

(i) Long courses: One-year courses which are spread over ten months: part-time, 2-6 hours weekly; full-time, 14-18 hours weekly. Other courses of 70 hours or more, mainly full-time courses, which are spread over two to three months.

(ii) Short courses: They vary in extent from 20-30 to 50-60 hours, and they are administered in many ways: part-time courses consisting of a number of hours weekly over a fairly short period; full-time courses which are spread over 2-3 days or 8-14 days; weekend courses; residential courses. Besides, there are vacation courses, which are normally run as 1 or 2 week courses at the beginning of the summer vacation.

(iii) Correspondence courses: A limited number of correspondence courses are offered in German, French, Mathematics and Statistics.

(iv) Graduate studies in education (approximately equivalent to the Master’s Degree in Education).

The course activities listed above constitute by far the larger part of DLH’s further-training programme, but in addition the DLH has set up three different kinds of graduate studies. All three lead to the pedagogical master’s degree (the Master’s Degree in Education) (cand. Paed.), and all three groups can continue at a higher level and conclude their training with the pedagogical licentiate degree (the Licentiate Degree in Education) (lic. paed.).

The psychological-educational course was begun in 1965 and in the following year subject-oriented/ed. stional courses were set up in several subjects. In 1967 a study in education was set up.

All three types of course are designed with special reference to the primary and lower secondary schools and with reference to teacher-training problems.

The chief purpose of the psychological-educational course is to
qualify the students as school psychologists. The course will also qualify the participants for, among other things, teaching in training colleges.

The *subject-oriented/educational courses* combine a thorough study of a particular subject with the study of the various psychological and pedagogical disciplines, including the didactic and methodological problems of the subject in question.

A subject-oriented/educational course provides a good background for those who wish to become lecturers in training colleges, undertake educational research or become professional advisers.

*The course in education* aims, among other things, at qualifying people for work in training colleges as lecturers in education.

Admission to graduate courses is only granted to teachers with a certificate from a training college and at least two years’ teaching experience and is dependent on availability of places.

The graduate courses are of three years’ full-time duration or longer part-time.

Graduate students may, as indicated above, continue their studies with a view to obtaining the Licentiate Degree in Education. Moreover, the school has the right to confer the Doctor’s Degree in Education.

(3.1.4) *Format of courses*

The methods used on the courses range from the lecture format to the seminar or study group format.

It is characteristic of the further-education programme that with few exceptions the courses conclude without an examination of any kind. One of the consequences of this is that the participation in further education results neither in an increase in salary nor in any direct prospects of promotion. The participants are issued with a certificate of participation. This certificate contains the following information: designation of the course; scope of the course (duration, number of hours weekly, possibly total number of hours); description of course content (main themes dealt with) and mention of any special projects.

The majority of the courses in the various subjects are of a pedagogical nature.

(3.1.5) *The extent of the further-training programme under DLH*

Even though participation in further training is voluntary, the attendance at the courses and studies is so good that on economic grounds it is necessary to exclude a large number of the applicants to the courses which are in most demand (among others the courses in psychology, education, special education, mathematics, Danish).
The approximate yearly number of participants is indicated below, where the activities have been broken down into three main groups:

<table>
<thead>
<tr>
<th>Group Description</th>
<th>Participants</th>
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<tbody>
<tr>
<td>(i) Long courses (70 hours or more)</td>
<td>9,000</td>
</tr>
<tr>
<td>(ii) Short courses (less than 70 hours)</td>
<td>5-8,000</td>
</tr>
<tr>
<td>(iii) Graduate studies</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15-18,000</strong></td>
</tr>
</tbody>
</table>

Naturally the figures vary from year to year, but recently it has been estimated that there were between 15,000 and 18,000 participants yearly, which is equal to about 35-40% of approximately 45,000 teachers in the primary schools.

**(3.1.6) The DLH budget**

The DLH budget for 1975-76 amounted to 62 million Danish kroner (approx. 11 kroner equals 1 IR£1), to which was added 21 million Danish kroner for the payment of substitutes for the teachers who participated in further training and who were entitled to have substitutes paid for by the State.

**Full-time students** are completely exempted from their daily teaching. They have the following possibilities:

(a) Substitute aid from the State: Substitute aid can be given to teachers who participate in courses of 3-10 months’ duration. In such a case the State covers all the expenses involved. DLH administers this support. This is conditional on the local school authorities given the applicants permission to have substitutes during the course period. As for the participants pursuing graduate studies, it should be mentioned that as yet no decision has been made regarding their economic conditions. As a temporary measure DLH is in a position to grant substitute aid to a small number of those teachers.

(b) Expenses for substitutes paid for by the local authorities: In the case of courses with a duration of less than three months the local authorities sometimes pay for the substitutes for the participants in the course.

(c) Other possibilities of participation in full-time courses:
(i) leave obtained by paying for the substitute oneself; (ii) leave without salary.

**Part-time students:** The number of full-time students is approximately 20% of the total number of participants in the further-training programme of the DLH.

In accordance with the Teacher Training Law of 1966 the Minister of Education has laid down rules concerning the extent to which participation in further training forms part of the teachers’ compulsory number of weekly periods. At the discretion of the local
authorities, participation can cancel out weekly periods according to the following scale:

<table>
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<tr>
<th>Weekly Course Hours</th>
<th>Hours</th>
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</table>

It is a condition that participation in further training is spread over a whole school year.

(3.1.7) Research at DLH

Like other institutions of higher education in Denmark, The Royal Danish School of Educational Studies has certain research obligations. In the above-mentioned Royal Decree these obligations are defined as “the development and utilisation of scientific research with special reference to the needs of school education”.

The total research programme ranges from examples of basic research to different kinds of applied educational research to various projects which can be characterised as innovation projects but the entire programme has not yet reached a satisfactory level due to lack of resources.

(3.1.8) Enlarged area of responsibility for DLH

Discussions have taken place as to whether the DLH should provide INSET for groups of teachers other than those in primary schools, e.g. kindergarten, leisure-time pedagogues, grammar school teachers and teachers engaged in voluntary adult education.

An agreement already exists for kindergarten and leisure-time pedagogues. On the basis of a special appropriation DLH actually holds a number of courses for these. It also holds courses for teachers working in voluntary adult education.

The voluntary adult education authorities have made it quite clear that they wish DLH to extend its work in this area.

Insufficient resources have prevented the DLH from expanding its provision in these areas and for grammar school teachers.

(3.1.9) The DLH: problems and prospects

The DLH has frequently been reproached with providing a training which is too far removed from the concrete difficulties encountered by the teacher in the everyday reality of the profession. However, in its defence, it has been argued that its task is by no means easy since it must observe the autonomy of the teachers by refraining from giving them excessively strict instructions but at the same time provide them with indications of procedures which are directly applicable to the classroom.

There is another difficulty which appears from time to time. The
The Royal Danish School of Educational Studies (DLH)
1979-80
Provision of Courses at Nine Centres, Classified in 29 Categories

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<th>Vordingborg</th>
<th>Odense</th>
<th>Haderslev</th>
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<th>Skive</th>
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<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Film Knowledge</td>
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<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Drama</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>The World of Work</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Woodwork</td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

| Total: 806                              |            | 276                        | 47           | 92      | 59       | 70      | 72    | 64      | 75     |

The figures at the bottom of each column do not necessarily tally with the total in each column because the same course may appear under more than one heading, e.g. "Physics for Young Classes" is recorded under "Infant Education" and under "Physics/Chemistry".
system of INSET in Denmark is sufficiently expensive for suggestions to be made that an intensified approach to initial training would reduce costs substantially. This idea has been rejected, mainly for two reasons. The first is that, nowadays, the social changes and the resultant changes in the schools system are too rapid for an initial training, however relevant, to be able to provide for the needs of an entire career. The second reason is experience: it is a fact that many practices of the profession can be properly learned only after its difficulties have been experienced: and it follows from this that an essential part of the training takes place after the teacher has actually become a practising member of the profession.

It is clearly realised in Denmark, and especially at the DLH, that the schools reform provided for in the legislation will become a reality only if the teachers understand it and support it: a rapid and well-designed retraining of all serving teachers should encourage them to do this. A preliminary project has recently been developed for this purpose by the DLH with the collaboration of the Danmarks Laererforening (the Danish teachers’ union) and in liaison with Danish radio and television. The idea is to have the restructuring of compulsory schooling accompanied by an exhaustive retraining
within three years of the corresponding teaching body (with compulsory attendance eight times per half-year).

The major characteristics of the project are as follows:

(1) The aim is to help teachers to gain a clear awareness of the pedagogical consequences of the reform of the structures and to become well-informed about the change in the disciplines. In this way, they would be better able to classify the problems and to increase their ability to deal with those falling within their own province.

(2) The reform, with interdisciplinary teaching and a co-operative pedagogy in the classroom, means that there is a much greater demand than in the past for the co-ordination and co-operation of teachers. It follows from this that the traditional model of the individual further training of teachers is obsolete; team work calls for team training. The DLH must, therefore, establish contact with the schools and set in motion a collective retraining of the entire body of staff within each school. In this way it will be able, without the imposed control which would not be tolerated, to adapt its activities to local situations — which would also help to ensure the equality of opportunities (for the teachers and for their pupils) which is in danger of being compromised by the decentralisation of responsibilities.

(3) The retraining would extend over three years and would comprise two major phases:

—the first would be centred around the problems of structure and organisation which concern all teachers; the teachers would participate in this in school teams;

—the second would place more emphasis on the course of development of the disciplines, but with reference to the overall conceptions of the role of the school and of the teaching provided in it; this would enable teachers at one and the same time to up-date their knowledge and to gain awareness of the interactions between the disciplines, viewed as components of a single programme; in this case they would work in groups of specialists in a given discipline belonging to different schools.

In both phases, the training methods would, of course, be active, leaving a great deal of scope for questioning and intervention on the part of the teachers themselves, who would be able to invite groups of experts to come and examine their concrete problems jointly with them on the spot.

(3.2) Other providers

(3.2.1) The National School of Education for Teachers at Commercial and Technical Colleges (SEL)

This institution, which was founded in 1969, provides initial and
inservice education and training for teachers in vocational training schools. The inservice courses are mainly taken up by teachers in technical and commercial schools. These courses are free for all participants; but certain categories of teachers (teachers in commercial schools, engineering and technical schools and commercial colleges) also receive expenses to defray - at least in part - travelling and board costs.

(3.2.2) The Directorate for Grammar Schools and the Higher Preparatory Examination of the Ministry of Education

The Ministry of Education, via the Directorate for Grammar Schools, provides finance in the form of grants to courses jointly approved by the Directorate and the educational working committee of the Gymnasieskolernes Lærerforening, the grammar school teachers' union. The most recent allocations and estimates for the near future are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978</td>
<td>1,940,000 kroner</td>
</tr>
<tr>
<td>1979</td>
<td>2,000,000 kroner</td>
</tr>
<tr>
<td>1980</td>
<td>2,100,000 kroner</td>
</tr>
<tr>
<td>1981</td>
<td>2,200,000 kroner</td>
</tr>
</tbody>
</table>

The Gymnasieskolernes Lærerforening notes that these allocations are totally inadequate even to meet the wishes of the coordinating committee: the committee's financial requirements for 1978 and 1979 were:

<table>
<thead>
<tr>
<th>Year</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978</td>
<td>3,126,125 kroner</td>
</tr>
<tr>
<td>1979</td>
<td>3,712,000 kroner</td>
</tr>
</tbody>
</table>

These allocations cover organisational costs, lecturers' fees (211.25 kroner per lecture), course directors' fees (35 kroner per day), travel expenses and an allowance of 15 kroner per day to course participants. The GL points out that this allowance and the course leader's fee have not been altered since 1970. The union also emphasises that there is an "absurd" difference in the financial arrangements obtaining for teachers in State schools and those for teachers in "amt" (district or county) schools and private institutions. It is normal for district authorities to meet course fees as well as expenses for board and meals, whereas teachers from State schools have to pay their expenses themselves - which sometimes amount to 500-600 kroner for a two to three day course.

The courses provided under these arrangements are mainly of one to three days' duration (although a few last four to six days) and are of two basic types: those intended to maintain or develop specialist subject knowledge and those concerned with the development of teaching methods. One-day courses are held in schools, course
centres, hotels or similar venues. Longer courses (necessitating overnight stays) are held in course centres, hotels, etc.

For teachers participating in long courses approved by the Ministry, substitutes are provided. However, for teachers engaged in short courses (one to three days), which constitute the greater part of INSET provision for teachers at this level, no substitutes are provided: the pupils work alone.

(3.2.3) The Copenhagen Institute for Applied University Pedagogics

This Institute, which is based in the University of Copenhagen, is responsible for research and investigation into the problems of university teaching.

(3.2.4) District centres for educational methods

Organised on the basis of one centre for each district authority area, these centres contain large collections of educational materials intended in part as “orientation” for teachers and in part for lending. These district centres arrange local short courses for “folkeskole” teachers but not for grammar school teachers.

(4) Induction

No information is available about teachers in the “folkeskole”; but grammar school teachers receive no form of induction.

(5) Expenditure

Apart from the details contained in (3.2.2), no other information on expenditure on INSET is available for Denmark.

(6) Comments/Criticisms

The Danmarks Laererforening, the “folkeskole” teachers’ union, expressed no criticisms in their reply to our questionnaire. However, the Gymnasieskolernes Laererforening expressed some degree of dissatisfaction for the provision for grammar school teachers. A subcommittee of the union recently considered the situation and established the following schedule of priorities for INSET:

“Firstly:
(a) full financing of expenses for all participants in inservice courses;
(b) payment of course directors.
Thereafter:
(a) increase in grants for courses and a significant increase in the number of teachers participating in INSET;
(b) better conditions for members of the INSET co-
ordinating committee (reduction in teaching hours);
(c) increased secretarial assistance for course organisers.
In order to facilitate the development of INSET, there must
occur:
Firstly:
the establishment of regular contact between the subject
associations and the universities and other higher
education institutions.
Thereafter:
the training of grammar school teachers in the subject
teaching field.”
(1) Introduction

At present INSET is developing in Italy as part of an overall restructuring of the educational system, which is itself directly related to the major social and economic changes which have occurred in Italy during recent years. Not only have schools been obliged to change in response to the wider social changes but they are also expected, according to the current political philosophy, to initiate and assist movements towards further progress in society. Thus, in the Italian context, the school as an institution can no longer be an isolated, self-enclosed unit of education which is independent of social realities; instead, since 1955, a long series of laws and regulations (concerning school structures, teacher status, school management and pedagogy) have attempted to transform the school into an instrument of social progress.

With the progressive evolution of the school, the role of the teacher has changed correspondingly. His/her right to pedagogical autonomy is still recognised (although with a new content; responsibility for programming replacing freedom to interpret instructions). Also expected of him/her is a new pedagogical attitude in the classroom and a new conception of his/her role in the school: responding to the needs of the pupil rather than the needs of the subject. This broadening of the teacher's role necessitates a higher standard of recruitment and initial training (on the academic side as well as the professional), and at the moment in Italy, requires an intensive retraining campaign for teachers already in service.

(2) Legal Provision for INSET

The legislative provisions for inservice education go back to RD No. 557 (1928) which states that “the Ministry may introduce academic and practical training courses for primary school teachers” and “that private institutions may also introduce such courses, subject to the approval of the Ministry”.

Act No. 1545 (1942) established provincial and national educational centres whose functions include the promotion of educational schemes for families, courses in primary school subjects and both initial and further training courses for secondary school teachers. In the years following the adoption of this Act, ten educational centres were set up:

(1) The national educational research and documentation centre, Florence (1943).
(2) The national educational centre for infant education, Brescia (1950).
(3) The national educational centre for primary and further education, Rome (1953).
(6) The national educational centre for technical and vocational education, Rome (1953).
(7) The national educational centre for school and family relations, Rome (1953).
(8) The national educational centre for physical education and sports, Rome (1956).
(9) The national educational centre for art and music education, Rome.
(10) The “Villa Falconieri” national educational centre, Frascati (called the “Centro Europeo dell’Educazione”) (1960).

The tasks of INSET are described in the Interministerial Decrees (1951) and (1955) and detailed provisions were laid down in Ministerial Circulars No. 5577/4 (1960) and No. 244 (1970). The Ministerial Decree (1955), which authorised further education courses, established two types: re-training courses and advanced training courses. The latter must comprise at least 80 hours of instruction over not less than three months. Circular No. 244 (1970), after noting the urgency of the need for INSET, proposed that classroom instruction be restricted to a minimum in order to leave more room for group work. The Circular also advises that courses should be of two types:

— a residential course, with an optimum duration of one week;
— a periodic non-residential course, which may take place on one or more days or half-days per week or fortnight.

(3) Providers

(3.1) The Ministry of Education

The directorates-general of the Ministry either provide INSET themselves or collaborate with the national educational centres, university institutes, specialised institutes, heads of regional educational administration (academic) and approved institutions.

(3.1.1) The department responsible for State nursery schools organises, pays for and conducts further training courses for teachers in those schools. In 1972, 49 courses were held and attended by 2,000 teachers.
(3.1.2) The directorate-general of primary education has opened "permanent inservice education centres" in the 111 school directorates throughout the country. These centres also supply specialist publications to teachers' libraries. Under the auspices of the Ministry of Education, provincial courses are also held for recently-appointed teachers in each discipline and also for teachers and head-teachers in special schools (for the disabled or mentally retarded, for prisoners, Slovene-language schools, schools for the children of immigrants, etc.). There are also courses for teachers and principals engaged in experimenting with new teaching methods and structures.

(3.1.3) The directorate-general of lower secondary education deals directly or through the national educational centre for lower secondary education, with the organisation of courses for cultural advancement and for further study of teaching methods for teachers and principals in lower secondary schools. These courses cover all the subjects included in the curriculum, in particular those which require updating of methods, e.g. languages and sciences, art and applied technology. Special courses are organised for all teachers, whatever their subjects, in matters such as multi-disciplinary methods, assessment, group dynamics, the social psychology of the pre-adolescent and guidance.

(3.1.4) The directorate-general of classical and scientific education and teacher training, either directly or through the national educational centre for upper secondary education, organises courses for teachers in those sectors. It does so by means of training sessions for teachers, including the study of new methods, seminars for discussion and evaluation and meetings between teachers and principals from schools experimenting with new teaching methods. The most recent courses are concerned with the in-depth study of new methods of teaching science subjects, foreign languages and historical and philosophical disciplines. The work sessions last 10 to 11 days, or 15 to 28 days for disciplines necessitating practical experiments. For some of the courses the co-operation of Italian and foreign university institutes is sought.

(3.1.5) The directorate-general of technical education, either directly or through the national educational centre for technical and vocational education organises courses for teachers in that field. These courses last one or two weeks in the case of disciplines of a scientific or technical nature, and in foreign languages new audio-visual methods are used. More recently courses have been introduced for the training of course-instructors for worker-students and teachers of foreign languages and basic data-processing and also courses in problems of educational psychology among adolescents. Other
courses include the teaching of historical and literary subjects within a multi-disciplinary context, mathematical logic, and courses for educationalists, principals and teachers of experimental classes.

(3.1.6) The directorate-general of vocational training, either directly or through the national educational centre for technical and vocational education, organises courses of further training in educational practice and teaching methods for teachers and principals in vocational training institutes. They deal with problems of method, practice and the organisation of the various subjects in the curricula of the basic sectors of short-term vocational training, namely, agriculture, industry, commerce and the hotel trade. The most recent ventures concern courses in multi-disciplinary methodology, experimental and other activities, foreign languages, scientific and technological (physics, applied chemistry, mechanical technology, electro-technology and electronics, mechanical calculators and mechanised book-keeping, shorthand), courses for teachers of scientific and vocational subjects related to agricultural production and the preservation of produce, livestock production and farm management techniques. Courses for teachers of technical and practical subjects in engineering and electricity, for teachers and principals of experimental classes (in the first two years of upper secondary education) and of the final classes in the five-year vocational training course have also been organised.

(3.1.7) The INSET courses — organised by the Ministry — comprise two basic types: residential and non-residential. Usually one week in length, the residential courses are attended by participants from all over the country at the expense of the Ministry. The non-residential courses are held near the place of work, usually outside official duty hours: they extend over three months or six months at the rate of one half-day or one day per week; in the case of further training, they must comprise at least 80 hours of courses, staged over more than three months.

(3.2) Regional directorates

An Act of May 1974 provides for the establishment of regional institutes for research, experimentation and further training; but they were still not in operation by the autumn of 1976.

(3.3) Non-governmental agencies

Among the many agencies which also contribute to INSET in Italy are:

the Italian Association of Catholic Teachers (AIMC);
the Catholic Union of Lower Secondary School Teachers (UCIIM);
the Italian Educational Association (ASPEI);
the Italian Philological Society (SFI)
the Italian Society for the Physical Sciences
and Mathematics (MATHESIS);
the Italian Physics Society;
the Movement for Co-operation in Education (MCE);
the Teaching Methods Movement (MCD);
Training Centres for Active Educational Methods;
the Federation of Educational Institutes (FIDAE).

(3.4) The Organisation for the Professional Preparation of Teachers (OPPI)

The Organisation for the Professional Preparation of Teachers (OPPI) was originally set up in 1965 as a "pedagogical centre" to prepare university graduates for careers in teaching. But in view of the need for a large-scale, radical inservice training programme for teachers, the OPPI undertook to assemble the necessary facilities, i.e. suitable premises, equipment and services to enable teachers, specialists in cultural subjects, student teachers and parents to organise and pursue their own training on an autonomous basis. It was subsequently decided not to include provision for student teachers.

In legal terms, the OPPI is an association created by notarial act. In 1970, the Prefect of Milan forwarded an application to the Ministry of Education for the OPPI to be given legal recognition, but the Council of State opposed this because the association had no financial resources of its own. The statutes of the Organisation (Section 2) provide that the purposes of the OPPI shall be "to promote further training for teachers and other practitioners in the education and vocational training sectors. To this end, the OPPI shall conduct surveys and research in the educational sciences and shall organise courses, seminars and conferences, including international conferences, particularly, in association with countries of the European Communities. The OPPI shall specifically initiate schemes for the training of instructors and the testing of new forms of educational technology."

As far as resources are concerned, the special members of the Organisation may contribute not only in the form of work but also by donations from their capital or income; ordinary members pay only a yearly subscription. Provision has also been made for a category of supporting members who contribute an annual subscription and pay their proportion of a sum fixed by the assembly, each year, to build up an endowment. This endowment, amounting to 30 million lira (1,715 lira equals IR£ 1), has to be gathered to meet the final essential requirement for obtaining legal recognition. The Organisation has a board of auditors to ensure that its assets are properly administered.

A scientific committee, elected by the assembly, evaluates the
various initiatives and thus provides some guarantee as to their scientific quality.

The OPPI is equipped with the following facilities:

- a residential block, comprising forty one-room flats with a self-service restaurant and bar, on which it took a lease;
- lecture-rooms, fitted out for teaching requirements;
- equipment (library, language laboratory, closed-circuit television, simultaneous interpretation, dark-room for still and cine photography, audio-visual equipment);
- a specially-trained secretariat provided with document duplication and copying facilities.

With the passage of time, teacher trainers and specialists have been joined by some eighty teachers who have attended courses or engaged in research and made it possible to form working teams in the following subjects:

- sociology and the economics of education;
- psychology and group-leadership;
- audio-visual aids and closed-circuit television;
- data processing and calculators;
- drama;
- literature;
- foreign languages;
- mathematics, science and technological training;
- second-level education;
- vocational training.

The group of trainees and specialists in the various teams (largely made up of ordinary and special members of the Organisation) is engaged in a continuing process of self-training and research in the various fields of educational psychology, teaching and science. When courses are in progress, the OPPI nucleus provides responsible staff, specialists, group leaders, and worked-up study material.

The programme for each course is designed and conducted in the light of needs expressed by the participating teachers. Having finished the course, teachers go back enriched by the experience to their own schools and try to put the new teaching methods into practice. This field work involves the teacher in a continuing process of self-training. It should be added that his/her contacts with the advisory teams are not broken off at the end of the course itself. The specialists follow up any trainee who approaches them, either by visiting him/her at school or by correspondence. This exchange between teachers in service and the OPPI specialists and teacher trainers generates a continuing two-way flow of fresh enquiries which are studied and incorporated in retraining programmes. Their practical result is to gear the OPPI programme more closely to the actual needs of educational practitioners.

The different teams operating at the OPPI try to achieve a unified
goal — in the light of the various methodologies and objectives — by means of a "liaison" team of representatives from each group, whose purpose is to co-ordinate, encourage and assess the overall work and output.

The Bulletin OPPINFORMAZIONI, giving details of OPPI activities, is sent to members and yearly subscribers. Under such headings as "Personal Experience", "Exchanges", "Services", "News", the Bulletin is designed to provide information about equipment available at the OPPI (roneoed documents, books, audio-visual equipment). It also enables course participants to exchange accounts of their own experiences and to keep in touch with the OPPI, so that they can keep up their training and make it a permanent process.

From 1965 to 1975, around 7,300 trainees attended the training sessions of the OPPI: 4,500 (from the city and suburbs of Milan) followed non-residential courses, and 2,800 (from almost everywhere in Italy) followed residential courses.

The most characteristic feature of the training sessions offered in this way over eleven years is the continuous development of their methodology. Admittedly, the essential objective has been firmly fixed from the start: the courses were to help teachers to change themselves into agents of innovation, aware of the true nature of the school problems of the day capable of actively promoting a pedagogical reform based on the rational use of the contributions of educational sciences and techniques. The objective was also to respond to the wishes of the teachers themselves.

However, the methodology of the early years (1964-66) was still of the conventionally authoritative type: the concern was certainly to deepen the theoretical foundations of the schools reform, but essentially by means of lecture courses or discussions directed by experts. This procedure quickly proved inadequate for tackling the concrete problems, which were those of implanting a new pedagogy into the existing school and social fabric. A seminar of experts, held at Frascati during the summer of 1968, set in motion a methodological evolution which developed considerably in the course of the next few years.

This was a continuous process, in which three phases can be distinguished:

(a) the first (1967-69) supplements the lectures and discussions with experiments made in the classroom situation, introduces into the courses an approach of the sociological type which is new to the majority of the teachers, extends the field covered by the courses to subjects ranging from the plastic arts to recreational mathematics and to the teaching of foreign workers, and institutes follow-up sessions on subjects which aroused special interest in the
previous year (which is a way of stimulating a truly continuous self-training);

(b) the second (1969-71) is characterised by a genuine reversal in methodology: it is no longer a matter of merely enriching and supplementing authoritative teaching with concrete applications, but actually replacing it by an approach which ranges from the concrete and from experiment to theory; gives priority to discussion, experimentation and seminars, non-directive methods and group activities; and systematically exploits the modern pedagogical technologies;

(c) the third marks a completely new stage; the trainees are invited to deal with concrete problems corresponding to interests identified in practice; they engage in group work, enriched when appropriate by the provision of information and by the use of modern technologies and experimentation; the main concern is to stimulate personal thinking and research which will continue far beyond the duration of the course: the trainee is treated less and less like a pupil, and more and more like an independent research worker to be trained primarily on the methodological level.

A detailed examination of the courses actually offered by the OPPI from 1965 to 1975 in chronological order confirms the major trends indicated above. It is also possible to detect the wish to maintain a certain balance, firstly between the disciplines (both traditional and new) viewed from the standpoint of an increasingly rationalised didactic method and the use of psycho-sociological leadership techniques, and secondly between teaching proper and its contextual framework, i.e. school organisation, management structures, etc.

Through these experiments and the research which has accompanied them the OPPI has gained an increasingly accurate grasp of the problems of an INSET programme suited to the necessary change in the role of the school. This dictates the nature of the principal topics offered to teachers undergoing retraining:

—methods of analysing the change;
—pedagogical methodology;
—structural and methodological analysis of the various disciplines;
—new technologies (dramatisation, audio-visual techniques and their language);
—use of the computer in teaching.

This whole venture presents new and complex problems which have to be handled as part of a system. The OPPI has therefore launched a series of research seminars in order to train participants in the management of innovation in education.

Research activities are closely linked with training activities, and
attempt to provide them with a scientific basis. Sponsored by various official organisations, they are concentrated more on major aspects of organisation (school districts, whole-day schooling in secondary education, teaching staff at the lower secondary level) than on particular points of pedagogical technique.

In the view of the OPPI, the individual educational act has no meaning until it is placed in the context of the school in which it takes place and in that of the society of which the school is a component.

Therefore it is perfectly logical to find that this organisation devotes such a large proportion of its activities to matters which appear to relate far more to the educational system as a whole than to the teacher viewed as an individual.

The methodology of the OPPI's training schemes always attempts to encourage the teacher to internalise this new concept of his/her activity, by virtue of the additional belief that the teacher can only further his/her training and change himself/herself through personal effort; but incorporating his/her activity into team work in no way diminishes his/her autonomy, either in conception or implementation.

The OPPI also collaborates with various other agencies, some of which have been mentioned already. Of these joint projects, perhaps the most important are:

(1) residential training schemes organised under the auspices of the Ministry of Education (one on innovation in the retraining of teachers, one on the technology of teaching, and one on the management of the processes of education);

(2) educational travel organised in collaboration with the "Press and Information Service" of the European Communities (four sessions from 1966 to 1973);

(3) consultancy activities: the teams of the OPPI have been placed at the disposal of the organisers of a certain number of local training sessions centred on the disciplines (languages, mathematics) or on techniques (use of audio-visual techniques in the lower secondary level); the OPPI is also lending its support to the establishment of local "Teachers' Centres" which are to provide a back-up service for a truly continuous self-training;

(4) with Italian radio and television, as part of broadcasts for teachers, the OPPI has compiled two "dramatisations", one illustrating a specific item in the history curriculum, and the other aiming rather at demonstrating the attitudes and interests of pupils in relation to the society which surrounds them.

(3.5) INSET at a distance

Apart from the activities already mentioned, the use of radio and television for long-range further training is still very limited. Further
developments are being studied, in conjunction with systematic experimentation with audio-visual aids.

In 1973, the European Centre ("Villa Falconieri") at Frascati established an information and advisory service by correspondence, from which teachers can obtain, on request, documentation relating to the fields in which innovation is linked to the use of modern technologies, and which answers their personal enquiries.

Considerable importance is attached to documentation and information, which indicate to teachers which sources to tap for their personal current awareness and further training (this is one of the major functions of the educational centres, both national and provincial, which, in addition to ministerial publications, distribute specialised information bulletins, journals for each sector of activity, collections of documents, bibliographical cards, annotated lists of articles or teaching aids, etc.). The associations of specialists and various private bodies also make their contribution to this field.

(4) Entitlement to INSET

Cultural and professional improvement is by law a basic right and duty of inspectors, directors and teaching staff. It is understood as (i) the updating of knowledge to take account of progress in the sciences and in the various subjects taught and of the connections between them, (ii) further training in teaching methods and as (iii) participation in research and innovation in educational theory and practice.

The work of improvement is based on annual programming by the central and peripheral government bodies. For each course, the programming covers the type of school, the subject matter, the duration, the place where it is given, the outline of work and the cost. The cost includes the travel expenses and living allowances of the teachers and participants, remuneration for the lessons given by teachers and the cost of publications distributed to the participants. The provincial inspectors ("provveditori agli studi") deal with payments from the funds placed at their disposal by the Ministry, on the basis of documentation submitted by the course directors.

(5) Participation Rates

The following table enumerates the number of courses and their participants, organised by the national educational centres up to 1972.
<table>
<thead>
<tr>
<th>National educational centre</th>
<th>Established up to 1972</th>
<th>Number of Participants up to 1972</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research and Documentation</td>
<td>1943</td>
<td>1,000</td>
</tr>
<tr>
<td>2. For Infant Education</td>
<td>1950</td>
<td>373</td>
</tr>
<tr>
<td>3. For Primary Education</td>
<td>1953</td>
<td>956</td>
</tr>
<tr>
<td>4. For First-Cycle Secondary Ed</td>
<td>1950</td>
<td>928</td>
</tr>
<tr>
<td>5. For Second-Cycle Secondary Ed</td>
<td>1953</td>
<td>243</td>
</tr>
<tr>
<td>6. For Technical &amp; Vocational Ed</td>
<td>1953</td>
<td>630</td>
</tr>
<tr>
<td>7. For School &amp; Family Relations</td>
<td>1953</td>
<td>137</td>
</tr>
<tr>
<td>8. For Physical Education &amp; Sports</td>
<td>1956</td>
<td>349</td>
</tr>
<tr>
<td>9. For Art &amp; Music Education</td>
<td>1959</td>
<td>94</td>
</tr>
<tr>
<td>10. The European Centre</td>
<td>1959</td>
<td>740</td>
</tr>
</tbody>
</table>

*figure includes parents

Unfortunately, apart from the figures quoted for the OPPI, no other figures are available for INSET in Italy.

(6) Induction

Teachers in Italy do have to complete a probationary year in the exercise of the profession before they become fully certificated. However, no reduction in hours nor any other special facility is afforded to them during this period.

(7) Expenditure

Unfortunately, no figures are available on the amount of money spent on INSET in Italy.

(8) Comments/Criticisms

According to G. Giugni’s study of INSET in Italy, “L’aggiornamento degli insegnanti” (1973), now rather dated perhaps, INSET in Italy is beset with various difficulties. Basically, “they are due not only to the basic difference between those who would like to introduce new methods of work and those who are mainly interested in transmitting a certain content, but also the impossibility of transcending traditional patterns and stereotypes, to withdrawal, rejection or resistance on the part of teachers when faced with innovation, to their individualism fostered by their self-sufficiency, to their utilitarian motivations and to the isolation of education from cultural developments in everyday life”.
Criticism has also been made of the apparent contradiction between the aims of State INSET provision (i.e. to initiate innovation in the educational system) and the methods used to implement these aims, which have tended to be fairly traditional. The main materials used are written documents, either introductory or informative; and the lecture course is still the principal form of oral interchange, even when it is followed by discussions and practical work. So, from the start, it has been the conventional scheme, whereby the teachers are put in the position of pupils, which has been used for presenting to them the innovations that are necessary and for convincing them that they should lend their support to these innovations.
DISTRIBUTION OF IN-SERVICE B.Ed. COURSES IN ENGLAND & WALES, 1977-8

- Course (Number indicates more than one course).
- Course venue.

46 Courses at 65 Venues.
Chapter 9
INSET in England and Wales

(1) Background

The major impetus to the development of INSET in Britain was undoubtedly the report of the James Committee on “Teacher Education and Training” in 1972. Prior to the publication of this report and the subsequent White Paper, teacher education in Britain, both in terms of its conception and execution, followed the traditional pattern — with its almost exclusive emphasis on initial training. The major innovations in teacher education in the post-war period occurred chiefly in the realm of initial training: the extension of the training period from two to three years, the development of the four-year B.Ed. degree, and the rapid expansion of the colleges of education during the sixties in response to the national shortage of teachers. During this period INSET grew in an often spontaneous and unco-ordinated fashion. By 1970, it was evident that some action was necessary — even if only the co-ordination and rationalisation of existing INSET activities. Within two years, widespread discussions and consultations produced reports from a parliamentary Select Committee, the Area Training Organisations, the James Committee and finally, of course, the White Paper itself.

(1.1) The James Report proposed that the education of teachers should be developed in three coherent “phases” (sometimes referred to mnemonically as the “triple-I continuum” Initial training, Induction year and INSET).

The James Committee’s scheme of teacher education and training accorded prime importance to the “third cycle” — INSET, which they defined as “the whole range of activities by which teachers can extend their personal education, develop their professional competence and improve their understanding of educational principles and techniques”. The Committee explained that “much of the argument of this report depends upon the proposals made for the third cycle. To none of our recommendations do we attach greater importance than to these, for they determine a great deal of the thinking which underlies the report as a whole.” They continued: “A great weight of evidence submitted to this Committee, orally and in writing, suggests that a much-expanded and properly co-ordinated programme of inservice education and training is essential to the future strength and development of the teaching profession. We have been very much impressed by the unanimity with which a large expansion of inservice training has been urged by the associations representing not only the teachers who would directly benefit, but also the many different
agencies who would have to provide the courses, and the local education authorities who, in large measure, would have to foot the bill. The arguments in favour of such an expansion are very strong. It is self-evident that pre-service education and training, together with the probationary year, can be no more than a foundation. In that initial period it is impossible to foresee, let alone provide for, all the demands that may fall on the teaching profession in future, or on individual members of it during their careers."

The Committee considered that, aside from its obvious intrinsic benefits, the development of INSET would considerably improve the quality of initial training by making it better suited to the current needs of the profession. Between these two phases, the Committee proposed the establishment of an induction year, which would represent the completion of initial training, and, at the same time, the first stage of inservice training.

The Report suggested that the two traditional channels of initial training (the first essentially university based and the second predominantly professional) should be gradually replaced or supplemented by an integrated four-year programme:

—two years of general education leading to a "Diploma of Higher Education" (common to future teachers and other students);
—one year of professional training which is largely theoretical (but already including contacts with the classroom);
—the first year of exercising the profession (induction year), which is specially modified, and leads not only to a professional diploma but also to a Bachelor's Degree (with the possibility of reading for a Master's Degree or Doctorate later).

(1.2) The James Report stimulated widespread discussion which was made all the more purposeful in the light of the projected Government White Paper on education. Although there was general agreement that change was necessary, the universities, which were the focal institutions of the Area Training Organisations, were more reluctant to accept it. Nevertheless, the triple-I concept was accepted as a point of departure for further discussion. Evaluated in terms of the triple-I format, teacher education in Britain at that time was in the following position:
(1.2.1) Initial Training
Student Teachers Admitted to Initial Training Courses: October 1972

<table>
<thead>
<tr>
<th></th>
<th>University Departments of Education</th>
<th>Colleges of Education</th>
<th>Polytechnic Departments of Education</th>
<th>Other (e.g. Technical and Art)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three and Four Year</td>
<td>5,134</td>
<td>34,859</td>
<td>828</td>
<td>2,180</td>
<td>35,687</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>150</td>
<td>2,146</td>
<td>111</td>
<td>2,180</td>
<td>10,358</td>
</tr>
<tr>
<td>(one year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4,587</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2,180</td>
</tr>
<tr>
<td>Total</td>
<td>5,284</td>
<td>42,133</td>
<td>1,035</td>
<td></td>
<td>50,632</td>
</tr>
</tbody>
</table>

Source: Statistics of Education, 1972

As the table indicates, almost 75% of all student teachers received their training in colleges of education and were engaged mainly in three-year certificate or four-year degree courses. These colleges were almost completely monotechnic (i.e., they dealt only with student teachers) and their awards were validated by their local university.

Just over 20% had taken a three-year degree course at a university or polytechnic and were studying for a one-year postgraduate professional qualification. This group was divided almost evenly between universities and colleges of education.

(1.2.2) Induction year
On completion of their initial training, all teachers were required to fulfil a one-year probationary period of full-time teaching. This was supposed to be an induction period and was the responsibility of the schools and the local education authorities. However, few of them provided systematic induction schemes.

(1.2.3) INSET
Quantifiable information on INSET for this period is inadequate — partly because of the lack of co-ordination referred to earlier and partly because of the scarcity of statistical surveys. INSET was voluntary — but, in order to obtain paid release to attend full-time courses, teachers had to receive permission from the Local Education Authority (LEA). In 1972-73, about 3,000 teachers (i.e. less than 1% of the overall teaching force of 365,000) attended full-time courses lasting either one term or one year. In 1970, the Department of Education and Science (DES) estimated that about £5½ million was being spent on INSET in England and Wales as compared with about £80 million on initial training.

(1.3) The White Paper
In 1972, the Government issued a White Paper, which outlined a
considerable increase in both induction and INSET. Essentially, these were:

(I.3.1) **INSET**
(i) All teachers to be entitled to release for INSET for periods equivalent to one term in every seven years of service (eventually one term in five years).
(ii) A substantial expansion of INSET to begin in the school year 1974-75 and henceforth to continue progressively to reach a target of 3% release by 1981.
(iii) Local authorities and teachers' associations to negotiate an agreed basis for release, bearing in mind the need to strike a balance between the needs of individual teachers and those of particular schools.
(iv) Opportunities to be preserved for some teachers to attend courses of more than three months' duration.

(I.3.2) **Induction**
(i) Probationers to receive help during their induction year.
(ii) Probationers to be released for not less than one-fifth of their time for in-service training.
(iii) Their overall timetable to be lightened to three-quarters of a full teaching load.
(iv) Sufficient teachers to be made available to make this possible.
(v) The profession to play a full part in induction.
(vi) Professional tutors to be appointed in each school and trained at the professional centres.
(vii) A network of professional centres to be established, based principally on existing training institutions and teachers' centres.
(viii) A pilot scheme to be mounted in four areas with the aim of introducing a national scheme in the school year (1975-76).

(I.3.3) **Co-ordination**
(i) University-based Area Training Organisations (A.T.O.) to be replaced by new regional co-ordinating committees.
(ii) A national Advisory Committee on the Supply and Training of Teachers (A.C.S.T.T.) to be established.

(2) **Initial Training**

As from 1980-81, all entrants to initial teacher training will take a graduate course; either a three- or four-year B.Ed. (Ordinary/Honours) degree or a Postgraduate Certification in Education (PGCE). Entrants will also be expected to have proven competence at a given level (O-level pass) in the use and understanding of the English language and mathematics.
The content of initial teacher training courses is a matter for the providing institution and the validating body. There is no set minimum or maximum length of teaching practice (although 10 weeks on a PGCE and 25 weeks on a B.Ed. is the norm) and no set subjects to be taught during the course. Courses are validated by a university or by the Council for National Academic Awards (CNAA).

(3) Co-ordination

At national level, an Advisory Committee on the Supply and Training of Teachers (ACSTT — now Advisory Committee on the Supply and Education of Teachers) has been established. Its membership is drawn from three main interest groups: the teachers' professional associations, the local education authorities and the INSET providing agencies (e.g. colleges of education and universities); the Department of Education and Science is also represented. The committee is charged with advising the Secretary of State on his/her “central responsibilities for teacher supply and training”.

The ACSTT has established a sub-committee on induction and inservice training (INIST) which has now produced several discussion papers and reports on INSET needs and provision, on the role of colleges as providing agencies, on the first year of the induction pilot schemes, and on overall priorities in INSET. These papers have been widely disseminated and have formed the basis for discussions between L.E.A.s, teacher associations, INSET providing agencies and other interested groups at local, regional and national levels.

In July, 1978, all LEAs were asked by the National Union of Teachers to describe their inservice advisory arrangements in the light of the government’s encouragement for the establishment of formal advisory machinery. Authorities were asked whether they had an advisory committee, or the intention to establish one, or any other inservice co-ordinating arrangements. If they had a committee, authorities were asked to give details of its composition, frequency of meeting, terms of reference and examples of items for discussion.

By the end of January, 1979, 96 of the 104 English and Welsh authorities had responded. The NUT survey provided the following results.

Sixty of the LEAs have formal INSET advisory committees; eleven are planning such committees, while twenty-one employ some other method of consultation.

All the committees involve as basic members teachers, representatives of providing institutions and higher education, and members of the local education department. The proportions and methods of selection of these three groups vary. Most teachers are represented through the professional associations and additionally through the
teachers’ centres. In the case of the metropolitan authorities the providers’ representation is relatively less while the teachers’ centres’ representation is more prominent. In these authorities, school teachers are just as likely to be chosen for their experience and interest in particular sectors of education (primary, secondary, special, etc.) than as representatives of professional associations—which is a feature of membership more common in the county authorities.

Most authorities give their committees a broad remit, requiring them to advise on the planning and co-ordination of in-service programmes. Co-ordination covers provision within the authority, but more often is meant as the attempt to eliminate overlap and duplication in courses offered in the various providing agencies, including teachers’ centres, in the area.

The broad term "identifying priorities" is often used. More specifically, nine authorities require teachers’ needs to be identified (and advice given as to how to fulfill them); five authorities also require the education service’s needs to be identified and a further eight require "needs" to be identified without specifying whose.

Eleven authorities specifically request the committee to monitor or review in-service programmes. Nine require resources for INSET to be identified, while eight include induction in the terms of reference. These two subjects, however, are among the most frequently discussed by INSET committees, regardless of their terms of reference. Five authorities require consideration of work with teachers’ centres and two require discussion of the need for short courses. Some authorities also refer to the production of *ad hoc* studies and to curriculum development.

Of the fifty-nine authorities who described how often their committee meets, thirty-four said once a term, thirteen twice a term and six twice a year.

At subordinate levels, the providing agencies are being encouraged to set up committees, representing teacher and LEA interests, to advise the institution’s permanent academic staff about the relevance of their existing and projected INSET courses. At school level, head teachers are being encouraged to consult with staff about INSET needs and provision within the school and to establish an INSET committee where appropriate. Although there is no comprehensive information available, it seems unlikely that many providing agencies and schools have actually established these committees.

**(4) Broad Aims of INSET**

The INIST sub-committee of the ACSTT suggested that the broad aim of INSET was to "enable a teacher to monitor and shape his professional development". It should enable teachers:
“(a) to develop their professional competence, confidence and relevant knowledge;
“(b) to evaluate their own work and attitudes in conjunction with their professional colleagues in other parts of the education service;
“(c) to develop criteria which would help them to assess their own teaching roles in relation to a changed society for which the schools must equip their pupils;
“(d) to advance their careers.”

The sub-committee’s view was that the interests of other groups, particularly the schools, the LEAs and the providing agencies, should also be taken into account. Therefore, in attempting to identify the INSET needs of teachers, schools and LEAs, the sub-committee suggested the concept of a career profile as a guiding framework.

The first stage of the career profile is the induction year, which is intended not only to introduce the trainee teacher to the practical exercise of the profession but also to assist him/her to develop a professional identity and to begin continuous further training.

The subsequent course of her/his career continues in periods of approximately seven years (the period which provides entitlement to a term’s paid leave for INSET). Thus, on two occasions before reaching the mid-point of his/her career, the teacher would have an opportunity to “reflect on his work to date and in the light of this evaluation to consider the direction of his career over the next few years”. It is after completing the second INSET period particularly that the teacher would either move towards posts of responsibility or would continue teaching.

Between these intensive periods of INSET, which would necessitate the departure of the teacher from the classroom, the scheme suggests an uninterrupted part-time training, very closely linked to the everyday problems of the profession.

Alongside the needs of teachers, the paper attempted to outline those of schools and local authorities:

“Educational and social change makes new demands upon schools, as upon local education authorities, and leads heads and teachers to reconsider the existing curricular and organisational patterns to make them more appropriate to the new situation. This, in turn, creates a need for a programme of staff development so that the staff may acquire the skills necessary to achieve the educational objectives they have formulated to serve the children they teach.

Whilst some of these in-service training needs result from changes originating externally, such as the reorganisation of secondary education in an area, others arise from innovation within the school itself. Examples of the latter might be the adoption of vertical grouping in a primary school, and in a
secondary school the introduction of some form of integrated studies or more substantial careers education provision.

“A staff development programme will be no less necessary for a school in a relatively ‘steady state’ situation to provide for such needs as the induction of new entrants to the profession and of experienced teachers new to the school; refreshment and up-dating for long-serving teachers; training or further study in preparation for promotion or new responsibilities in the school.”

In the nationwide discussions about the INIST’s document, the career profile attracted a lot of attention and some criticism. The criticism was mainly directed against its apparent inflexibility and prescriptiveness. However, the sub-committee’s follow-up paper stressed that it was not intended to be prescriptive.

(5) Provision for INSET

(5.1) LEA provision

Most local education authorities provide INSET through two major agencies: teachers’ centres and LEA advisers.

(5.1.1) Teachers’ centres

The Schools Council Working Paper No. 10, 1967, recommended that LEAs should set up teachers’ centres with three main functions:

(i) “to give teachers a setting within which new objectives can be discussed and defined, and new ideas on content and methods in a variety of subjects can be aired”;

(ii) “to contribute to the evaluation of (national project) materials before they are published and ... (to) ... feedback comments, criticisms and suggestions for improvement”;

(iii) “to keep teachers ... informed about research and development in progress ... (so that) ... they can prepare themselves to appraise and to modify, according to their own estimation of individual and local need, the materials which may eventually become generally available”.

The Working Paper concluded by outlining two basic principles of curriculum development: “... first, that the motive power should come primarily from local groups of teachers accessible to one another, secondly, that there should be effective and close collaboration between teachers and all those who are able to offer cooperation.” In this latter context, the Report had earlier stressed the need for contributions from LEAs, universities and colleges of education because “no local centre can expect to be self-sufficient over the whole field of curriculum development”.

Although a high proportion of these early centres dealt with a
single subject – because of their involvement with the Nuffield Science and Mathematics Projects – most centres have now developed into multi-subject or general centres for reasons of finance and accessibility and because of recent moves towards interdisciplinarity in schools. It is difficult to generalise about the six hundred or so British centres, nevertheless, a number of characteristic features are identifiable. Typically, they aim to provide a local professional support facility for all teachers in their catchment area. They offer inservice training courses, library, technological and reprographic resources, information on national projects, local curriculum development workshops and a social meeting place. They are often located in converted schools and occasionally in converted large houses. They have a warden or organiser (sometimes part-time) and may also have a deputy warden, technical and secretarial staff. They are funded by the LEAs but are usually managed by a committee with teachers in a majority. Furthermore, they each have a number of fairly common problems. Three important ones are the uncertain role of wardens, attendance at centres and the distinctive features of curriculum development at local level.

The definition of the role of the warden appears to present difficulties. One recent survey makes it clear that most wardens are dissatisfied with the confused salary situation and a single national scale has been suggested. Some respondents felt that the job lacked the necessary status and should be comparable with an inspector or adviser.

A small sample of wardens interviewed by Meredith (1973) were sceptical about the value of training. However, not all wardens see their role in this way and the professionalisation of wardens has led to a growing awareness of the need for training in a variety of skills. The wardens' national association held its sixth national conference in April, 1976, on the theme “School-focused INSET”. Among the themes considered by the study groups were (i) “The role of the warden and his importance as a leader”; (ii) “Motivation and support of curriculum development groups”; (iii) “The role of the head in school-focused INSET”.

The vast majority of teachers who regularly attend teachers' centres appear to be from primary schools and this is naturally reflected in the kind of activities provided. The members of three national conferences on teachers' centres discussed the reasons for this: “Some speakers drew a distinction between the nature and needs of the two stages of education. The very nature of class teaching in primary schools forced the teacher to consider the implications of new developments to the total curriculum. The appeal of the centre, both for its retraining courses and as a place to discuss developments with colleagues, was strong. The secondary teacher, on the other
hand, was more likely to be a subject specialist and, therefore, to have a strong tendency to think along narrower subject lines.”

In so far as this is an explanation of these differing attendance rates, it is probably only a partial one. Evidence from other sources, both in the United Kingdom and abroad, is virtually unanimous in pointing to the lower attendance by secondary teachers at in-service activities in general, including subject courses. It has been suggested that secondary teachers may feel more secure within their subject disciplines, may receive more support from departmental colleagues and may experience INSET or carry out curriculum development activities within their generally larger secondary school.

This problem has to be set against the wider one of low attendance by all teachers at the centres. There are no completely reliable data on this but at the three national conferences there were constant references to the small numbers of teachers using the centres. These views were expressed in the early days of centres and things may have changed, although there appears to be no published evidence of such an improvement. One centre, apparently typical, attracts about 20% of the teachers in its area. One possible explanation for low attendance (i.e. inaccessibility) was refuted by Bradley in 1974, whose findings indicate that 95% of teachers who wanted to go to a teachers’ centre did have reasonable access to one. He also asked the teachers in his sample where they would most like to do any in-service training. Women were more likely than men to prefer either a teachers’ centre (31%:19%) or a school (7%:4%), whereas men were more likely to prefer a university or polytechnic setting (42%:30%). Secondary teachers were much more likely than primary teachers (50%:25%) to prefer a university or polytechnic. Thus teachers’ centres appear to be facing particularly strong competition in trying to attract male secondary teachers. The teachers in Bradley’s sample were most likely to go to a teachers’ centre for non-award-bearing, day-release and other short courses, whereas they much preferred colleges of education, universities and polytechnics for one term and other longer, award-bearing courses.

The deputy head of a primary school, Richards (1972), concluded that centres have been successful in supporting nationally developed projects but “... in general have not got far with defining new objectives of their own, devising their own experimental procedures or developing their own mini-curricula.” He thought that Schools Council Working Paper No. 10 underestimated the complexities and difficulties of local curriculum development and evaluation, both of which, in his view, require more time from teachers than most are prepared to spend and a great deal of outside, expert help. Moreover, he continues, primary teachers don’t all see curriculum development as their professional responsibility and prefer to leave it to their head.

One notable exception to the generalisation that teachers’ centres have not been sufficiently concerned with curriculum development is
the work of the North West Curriculum Development Project. According to its director, Rudd (1975):

"When the project was launched early in 1967 few educationalists . . . had many clearly-developed ideas as to how such centres might be run."

The project consisted of a consortium of fifteen teachers' centres and has developed curricula for ROSLA (the raising of the school leaving age). In the course of the project, Rudd attempted to determine why teachers should take their professional concerns to a local teachers' centre at all.

"Short inservice courses, exhibitions of teaching material or of pupils' work, a reference library/resource centre, a workshop for making needed apparatus - all are valuable services for the teachers' centre to offer. It has been our experience, however, that creative work in curriculum development provides much the strongest stimulus for schools' commitment to the work of teachers' centres."

To achieve this commitment, Rudd outlines several pre-conditions. First, centres should work on tasks and problems that are of immediate significance and importance to teachers and schools; such tasks need not be large ones but it is important that the effort is successful. Secondly, adequate and appropriate resources must be provided: the LEA must ensure not only that money is given, but that enough discretion over its use is allowed to centres and project teams to enable them to approach their development task without any avoidable financial constraint on their planning. Thirdly, a humane working climate in which, for example, open-mindedness, scepticism and the expression of dissatisfaction with official policies can flourish in reasonable security, is essential. Fourth, and perhaps most important, adequate support for the working groups must be provided. Here Rudd stresses the "crucial role" of the regional study group in supporting the local development work, particularly in view of the relative inexperience of the centre leaders, all of whom were new to newly-created posts. Finally, Rudd points to the need for centres to have competent professional leaders if local curriculum development work is to succeed, and the consequent need for training programmes for centre leaders. Rudd concludes that the best way of providing these training programmes is through the co-operative work of university and LEA personnel.

(5.1.2) LEA advisers

Most LEAs have teams of advisers and advisory teachers whose job it is to advise the authority's teachers and schools. The number and functions of advisers vary considerably between authorities and as yet little systematic data exists about their work. In general, it can be said that the 2,000 or so advisers (no figures are available for
advisory teachers) organise a great deal of INSET usually in the form of evening meetings and day conferences on practical topics. Because their courses are usually short and do not carry any formal awards, no statistics are kept about them.

(5.2) Colleges of education

In the past, colleges of education have concentrated mainly on the initial training of teachers. Indeed, there is some evidence that they were actively discouraged from offering INSET by local authorities who regarded the provision of INSET outside the universities as the responsibility of their advisory teams and teachers’ centres.

However, following the James Report, the White Paper and the estimate of a drastically reduced demand for teachers (with a projected reduction of teacher training places from 114,000 (in 1972) to 60,000 (including 12,000 places for induction and INSET by 1980), the system of teacher education is being substantially reorganised. Half the places in future will be in polytechnic or university institutions, leaving less than 30,000 places in institutions chiefly devoted to teacher education. In these latter institutions, it is envisaged, a small number will remain monotechnic (i.e. colleges of education only), while the rest, according to the Government, “either singly or jointly, should develop over the period into major institutions of higher education concentrating on the arts and human sciences, with particular reference to their application to teaching and other professions”.

These new institutions are normally referred to as colleges of higher education. More than half their places are likely to continue to be devoted to initial and inservice teacher education and allied professional preparation. It has been decided that one-fifth of all their teacher training places should be devoted to inservice education and training. Such colleges, therefore, represent a major resource for INSET. There are, however, a number of difficulties associated with such a major shift in the colleges’ monotechnic initial training role to one that requires them to diversify into other forms of higher education and to establish a substantial commitment to INSET. INSET has to be made a priority of college policy and administration. Due to the economic difficulties facing education authorities, financing tends to be biased towards full-time students on courses, but strategy for INSET may require a very different deployment of staff and finance.

Colleges and faculties of education in the reorganised institutes of higher education, are actively seeking to mount INSET courses which will ensure that they are able to justify employing 20% of their staff for this purpose. Many colleges appear to have decided that the longer award-bearing courses, offered on a part-time basis, provide the best way of achieving viability for their INSET staffing
component, and are thus currently preparing, and submitting to the CNAA and local universities for validation, INSET courses at first degree and advanced diploma level. Others have been negotiating informal "contracts" with neighbouring local authorities to ensure a continuing "market" for short courses.

(5.3) Universities and polytechnics

The main contribution to INSET made by the universities and polytechnics is in the provision of award-bearing courses. The universities, also validate many of the courses mounted by non-university institutions. In addition, most universities provide short courses of a more directly practical kind. In a typical term in the University of Bristol ATO, for example, the Further Professional Studies Division offers over fifty courses varying from a one-day conference to several two-term, part-time courses.

The Department of Education and Science publishes an annual programme of "long courses", which contains details of most of the courses in England and Wales which last for four weeks or more full-time or the equivalent length part-time, of interest to teachers. The universities, polytechnics, colleges of education and other institutions of higher education offered long courses in the following numbers in the various categories in 1977-78 and 1979-80.

<table>
<thead>
<tr>
<th>Category</th>
<th>1977-78</th>
<th>1979-80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Degrees</td>
<td>132</td>
<td>188</td>
</tr>
<tr>
<td>B.Ed. Courses</td>
<td>46</td>
<td>104</td>
</tr>
<tr>
<td>One-Year Courses of Advanced Study (leading to a diploma or an advanced certificate)</td>
<td>211</td>
<td>266</td>
</tr>
<tr>
<td>One-Year Courses for Teachers of Handicapped Children (for diploma or certificate)</td>
<td>57</td>
<td>65</td>
</tr>
<tr>
<td>One-Term Courses for Teachers of Handicapped Children</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>One-Year Full-Time Courses (some leading to a certificate)</td>
<td>25</td>
<td>68*</td>
</tr>
<tr>
<td>One-Term Full-Time Courses</td>
<td>175</td>
<td>122</td>
</tr>
<tr>
<td>Part-Time Courses of less than the equivalent of one year's full-time duration</td>
<td>51</td>
<td>150</td>
</tr>
<tr>
<td>Courses of Professional Training in Educational Psychology</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>729</td>
<td>994*</td>
</tr>
</tbody>
</table>

*approximate

(5.4) The Department of Education and Science

The DES makes three main types of contribution to INSET. Her Majesty’s Inspectorate, numbering about 500 in England and Wales, influence schools and colleges during their regular visits and through their contributions to courses organised by other agencies. They themselves also organise short courses, of approximately four to
fourteen days’ duration on a national and regional basis. In 1973, for example, they organised 118 such courses for primary and secondary schools attracting over 6,000 qualified teachers as students. In the period April, 1978, to March, 1979, 112 national courses were organised by the Inspectorate in England and Wales and in 1979-80 it organised 117 courses. The courses covered a wide range of subject categories, including adult education, agriculture, classics, computer studies, construction, counselling and careers, educational disadvantage, ethnic minorities, management studies, special education and youth and community service as well as the more traditional subject areas.

The DES’s third main contribution is through the courses organised jointly with the Area Training Organisations. ATO/DES courses were initiated and funded by the DES in 1970 “to encourage provision of courses of a substantial nature to fill the gap between the short courses of up to a week or ten days’ duration already provided by many LEAs and ATOs and the advanced courses leading to formal qualifications”. The courses were to be basically part-time. One suggested pattern was “an initial course of five to ten days followed by a two-hour weekly session covering two school terms, ending with a summarising conference or a further full-time session”. In 1973, HMI and the seventeen universities involved organised 76 such courses and enrolled 3,373 students. The courses usually lasted 80-90 hours and proved to be generally successful — although they encountered some problems of low enrolment and high drop-out rates, mainly because of the heavy time commitment and the lack of any qualification incentives. With the demise of the ATOs, the future of these courses is unclear.

(5.5) **INSET at a distance**

The role of distance approaches to INSET is not one that has been well documented, let alone researched in Britain, despite the many interesting developments in the field of television and radio broadcasting.

(5.5.1) The BBC and the various independent television companies each broadcast numerous radio and television programmes each year. The BBC, in particular, makes a very substantial contribution to indirect and direct INSET. In an average week of the three schools broadcasting terms, it transmits about 70 radio and over 20 television programmes to schools and colleges throughout the U.K. In total, about two and a half thousand different radio and television broadcasts are provided each year for teachers to use in their classrooms.

Relevant data about teachers’ use of broadcasts is difficult to obtain. In 1968, a BBC survey estimated that one or more radio
series were used in 95% of primary schools and almost 75% of secondary schools; television series were used in 62% of secondary schools, 67% of junior schools but in only 13% of infant schools, mainly because so few infant schools had television sets at that time. Each year the BBC sells about 12½ million copies of the supporting publications for pupils and teachers to over 33,000 schools. These publications are provided by the BBC on a non-profit making basis: the aim being to produce them at the lowest possible cost to schools.

In 1974, Hayter carried out an evaluation study of the use of broadcasts in schools for the BBC and ITA in which he drew the following conclusions about the value to teachers of broadcasts as an INSET experience:

"By using broadcasts, teachers report that they appreciate having access to up-to-date information, to current curricular developments and, in some cases, to the methods employed by other teachers who have been commissioned to assist in the production of broadcast series. That they do not always approve of the last, nevertheless, indicates a critical consideration of methods of presentation. In these ways, and because of the need and increased opportunity for cooperation working in a school taking broadcasts, the relative isolation of a teacher in a classroom is reduced."

"Rethinking on the part of teachers, individually and in groups, as to how they might best use broadcasts increasingly involved them in consideration of the whole educative process within the classroom and within the school. As a result, broadcast programmes tended to become — in widely varying ways — an integral part of the curriculum; their intrinsic values became more evident the more their planned use led to wider fields of interest and activity. In many cases this led to a greater measure of selection of programmes of which more detailed and significant use was consequently made.

"Choosing educational material and deciding how it can be used most effectively are important elements in both preservice and inservice training. Using broadcasts involved both choices and decisions in a special way in that acceptance of a programme introduces to the classroom a ‘live’ contributor and contribution essentially different from that resulting from the rest of written and illustrative material, not necessarily more valuable but making more immediate and more dynamic demands on the teacher who is controlling the teaching-learning situation and guiding its development. Meeting these demands is a training itself, as also is the appreciation of what the broadcaster is doing and how best his efforts and those of the teacher can be joined. In
addition, the use of broadcasts by a teacher within the context of class aims and school objectives, whether working individually or as a member of a team, creates an in-service training situation within the school, the natural and most effective centre for it."

The BBC also produces series of television and radio broadcasts aimed more directly at initial and in-service training. One notable series was intended to help teachers to deal with the problem of the raising of the compulsory school leaving age from 15 to 16. In 1974-75 a ten programme series on the "Middle Years at School" was broadcast, dealing with some of the problems and issues facing teachers of the 9-13 age group. Another contribution by ITV was three series of programmes produced by Harlech Television. The first explored the problem of innovation in education; the second dealt with the problems faced by new teachers, while the third examined the role of educational theory and research. The exercise was based on school-based discussion groups with group leaders. Unfortunately these experimental efforts have not been repeated for audience size and financial reasons.

The BBC's twenty local radio stations each has a specialist education producer who is responsible for producing educational broadcasts for children and adults, reflecting local needs. The stations operate on a partnership basis: the BBC provides broadcasting time and skills, while advisory panels of local educationalists identify needs and provide the teachers to devise and help to produce the programmes to meet these needs. In 1974-75, for example, 130 teachers were seconded by their LEAs to work with BBC local radio producers. In this way, the twenty stations, in co-operation with local teachers, transmit about 140 series per term for schools.

(5.5.2) The Open University

The Open University was established by Royal Charter in 1969 as "an independent and autonomous institution" authorised to confer its own degrees. By 1976, about 10,000 students had graduated from the OU and some 55,000 were working towards degrees and other qualifications. The OU offers courses at three levels: undergraduate, post-experience and postgraduate; the latter is a research-based degree and in 1976 had about 300 students.

Undergraduates study for a credit-based degree at ordinary level (six credits) and honours level (eight credits). A credit is awarded on completion of a one-year course demanding about 400 study hours and a maximum of two such courses can be taken in one year. Students can, therefore, graduate in three to eight years, depending on how many courses they take each year. The courses are offered at four levels — foundation, second, third and fourth in six faculties — Arts, Social Sciences, Mathematics, Science, Technology and
Educational Studies. After the interdisciplinary foundation year, numerous course combinations are possible; for example, in 1976, there were over 90 course options.

In 1976, over 5,000 students were taking the fourteen post-experience courses. These are non-degree courses, varying in length from five to ten months, but some carry credit within the degree structure. They are designed for students who wish to extend their knowledge of a field related to their own career or in a completely new field.

Most of the OU students’ time is spent at home working on correspondence material, watching television programmes and listening to radio broadcasts. They can attend local study centres for individual and group tutorials and discussions or to see and hear broadcasts they may have missed. Some courses require attendance at one-week summer schools. Students take self-administered tests and do written assignments, marked by local tutors, throughout the course. These are combined with a final examination to obtain a credit. It is commonly assumed that the television and radio programmes are the most important feature of the OU’s teaching methods; but this is not so. As the following table demonstrates, the major part of a student’s time is spent working on printed material; television and radio broadcasts take up approximately 10% of a student’s time.

The OU serves as a major providing agency for INSET in two main ways: it offers a part-time, inservice B.A. degree for the thousands of teachers who only have a teaching certificate; it offers several post-experience courses of direct professional relevance to teachers. The tremendous appeal of the OU to teachers is evident from the following tables:

<table>
<thead>
<tr>
<th>Applications for OU Courses in 1975</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Applicant</td>
</tr>
<tr>
<td>All types</td>
</tr>
<tr>
<td>Teachers and lecturers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers as an Approximate Percentage of All Faculty Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Arts</td>
</tr>
<tr>
<td>Social Science</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Technology</td>
</tr>
<tr>
<td>Educational Studies</td>
</tr>
</tbody>
</table>

The proportion of teachers applying for courses has dropped from 30% in 1972 to 24% in 1975. It is thought that it will probably settle
at just under 25%. Furthermore, as one might expect, teachers show a strong preference for courses in the Educational Studies faculty. A closer look at the registrations within the Educational Studies faculty reveals the following results:

### Educational Studies Registrations 1975

<table>
<thead>
<tr>
<th>Level and Course Title</th>
<th>All Registrations</th>
<th>% Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 School and Society...............................................</td>
<td>1902</td>
<td>79</td>
</tr>
<tr>
<td>Personality Growth and Learning ..................................</td>
<td>1687</td>
<td>72</td>
</tr>
<tr>
<td>Language and Learning...............................................</td>
<td>1500</td>
<td>74</td>
</tr>
<tr>
<td>Curriculum: Context, Design and Development....................</td>
<td>1200</td>
<td>92</td>
</tr>
<tr>
<td>Decision-making in British Education Systems...................</td>
<td>1074</td>
<td>86</td>
</tr>
<tr>
<td>3 Urban Education..................................................</td>
<td>776</td>
<td>84</td>
</tr>
<tr>
<td>Education, Economy and Politics...................................</td>
<td>730</td>
<td>81</td>
</tr>
</tbody>
</table>

The three Level 2 courses with the lowest proportion of teachers on them were “Language and Learning”, “Personality Growth and Learning” and “School and Society”, presumably because they had a more general appeal to non-teachers.

However, since the undergraduate courses are not designed as professional qualifications, they cannot be regarded as being in the mainstream of INSET. However, the post-experience courses:

“Have been written specifically as ‘updating refresher, retraining or inservice’ courses and have different regulation and fee structures from the undergraduate programmes.

“A number of LEA education officers, advisers and head-teachers have been quick to see that OU courses in general and OU post-experience courses in particular can open up again the inservice provision offered by an LEA. Many would argue the ideal inservice situation is for face-to-face tuition to take place particularly where practical activities are included. Yet the ideal is no use in LEAs where travel for inservice courses is hampered by poor communication facilities, or by desperate teacher shortage. The Open University combination of correspondence text, television and radio material, together with tuition has undeniable advantages in terms of cost-effectiveness” (Marshall, 1974).

Although the cost to the teacher of direct and indirect INSET provided by the BBC and ITV, via their schools and further-education programmes, is negligible, both public systems — and particularly the commercially based ITV — depend upon mass audiences for their viability. School children offer an acceptably large audience or market but the potential audience size for programmes aimed exclusively at teachers is too small, especially for ITV. Thus, indirect INSET via schools broadcasts is commercially attractive, direct INSET is not.

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The OU is viable with a much smaller audience because broadcasting is only a minor part of its output and students pay fees for each course they take. Obviously this makes an OU INSET course much more expensive for students but they can obtain grants from local authorities. Furthermore, the cost per student at the OU is only one-third of the costs of a conventional university. After the initial capital investment has been made to produce the course, substantial economies of scale begin to operate as the student numbers grow. The OU’s relative costs could rise, if, as people argue, it is now reaching the end of a honeymoon period: i.e. part-time tutors will demand much higher fees and the institutions which provide resources and facilities for the OU may also demand higher fees. Consideration has recently been given by the OU to a reduction in television and radio broadcasts in order to cut down expenditure.

The main pedagogic disadvantage of distance teaching methods is, of course, that students and tutors do not come into personal contact and that individual tuition is, therefore, out of the question. This disadvantage can be minimised, as it is at the OU, by holding summer schools, having local counsellors and ensuring that draft courses are tested. The criticism still remains valid, however, and can only be finally countered by setting this disadvantage against the many advantages offered by distance teaching on OU lines. These include the substantially greater numbers of students catered for in this way, the quality of the materials which results and the opportunities the course team and local tutor system creates for INSET for trainers.

(5.6) School-based INSET

School-based INSET is not an easy subject to deal with. By its very nature, it is diffuse and difficult to document. It has been a local development. However, although its growth has been spontaneous and unsystematic, it is possible to identify certain features and activities which have stimulated and facilitated it. Much of the impulse towards school-based INSET has arisen from various forms of curriculum development within schools. A Schools Council report of 1975 explained it thus:

"... we want to highlight what we see as being the key concepts in our report. Among the most important of these is the idea of the school as a centre of curriculum development. We believe the improvement of the secondary-school curriculum must rest upon an acknowledgement of the central role of the teacher. All worthwhile proposals for curriculum change are put to the test in classrooms and only come to fruition if the practising teacher has the resources, support, training and self-confidence to implement them. Teachers are in a unique position to know and understand the needs of pupils and from them should come the principal
pressure for increasingly effective programmes of teaching and learning. Because we see the development of the curriculum and the self-development of the teacher as inseparable, we call for vigorous programmes of inservice education and school-based curriculum development, both of which are essential if the teachers are to perform their role to the full.”

(5.6.1) Resource centres

The development of school-based resource centres, particularly in comprehensive schools, is probably the result of several other developments in British education: first, the growing teacher commitment to alternative teaching methods including independent learning; secondly, the adoption of mixed-ability teaching groups; thirdly, the rapid increase in the sheer volume of curriculum development project materials on offer to schools; and fourthly, the breakdown in subject boundaries and the move towards integration. The resource centres provided a great stimulus to the development of INSET.

One of the pioneers in this field was Codsall Comprehensive School which devised its resources centre because national curriculum projects “... often left the teacher more frustrated in that he was unable to continue and develop the work in his own school, through lack of materials and facilities to be creative, and the opportunities to use his real professional skills. Moreover, projects were limited in their range of materials and time for development. The question was, and still is: Who takes over? No area resource centre capable of meeting this kind of need is yet available. We had no option but to go it alone.”

Like most such centres, Codsall’s was not purpose built; it was improvised by adapting existing rooms and resources. Initially it consisted of the library, a reprographic centre, an audio-visual aids centre and a teaching materials development workshop. Later on study cards and other flexible learning facilities were added and ancillary staff were appointed.

“It is essential therefore to give staff as much opportunity as possible to be actively involved, enabling them to think, plan and create their own teaching materials and learning situations. We have given staff the opportunity to work in the centre, working the systems, establishing the capabilities of the reprographic equipment, learning how to use audio-visual hardware and the storage and retrieval systems. Such inservice training can only be done in the school, and therefore each week two members of staff are released from their teaching duties to follow a week’s course in the centre. Time is also provided for discussion of the implications of the work of the Centre, production of materials and opportunities to look at the
work of other developments in the school. Where staff have particular ideas to develop, say to produce tape-slide sequences, special facilities and materials are provided. Young teachers were mixed with more experienced staff, and subject disciplines were purposely paired to look into possible common problems or areas of concern. Each term the nature of the courses change, partly through experience of what has been successful, or irrelevant, or through staff recommendations."

Although there is no direct evidence, it seems likely that only a minority of schools have established resource centres. According to one recent study, the successful ones have grown organically from within the schools (Beswick, 1975). The same study points to the need to review the development of resource centres in primary schools, about which there is even less evidence.

(5.6.2) Teacher-controlled examinations and INSET

In the mid-1960s, a new examination — the Certificate of Secondary Education (CSE) — was introduced into England and Wales. The top grade CSE was intended to be comparable with a Grade 6 pass in the General Certificate of Education (GCE) examination. By 1976, CSE candidates numbered less than half those for GCE but the CSE's significance lies in the high degree of teacher control which it allows. This is especially true of the Mode 3 system of examining. The principal characteristic of a Mode 3 examination is that the candidates' own teachers are responsible for assessing the work, subject to certain external moderating procedures. In practice, schools that opt for Mode 3 examinations also tend to devise their own syllabi and to lay stress on course work. According to one observer:

"... to oblige teachers to work out for themselves in professional groups what should be taught to what standard and with what appropriate forms of assessment — this was a bold departure. The result in large areas of the country has been a low but very potent intellectual renaissance among middle-ranked and senior teachers of the average pupil" (Pearce, 1972).

Although only 10% of all CSE subject entries are for Modes 2 and 3 — the innovative examining modes, the participation by teachers in defining their own syllabi and in the assessment of them is an important INSET experience. Indeed, some national curriculum projects have recognised this. For example, the Geography 14-18 project adopted a strategy of encouraging participating schools to devise their own examinations in consultation with one GCE board. This gave the teachers and schools a powerful incentive to institutionalise the curriculum innovation and, in consequence, also encouraged continuing INSET for the teachers involved.
(5.6.3) The professional tutor role

The idea of a school-based professional tutor came to national prominence with the James Report's recommendation that:

"Every school should have on its staff a 'professional tutor' to co-ordinate second- and third-cycle work (i.e. induction and INSET) affecting the school and to be the link between the school and other agencies engaged in that work. Whether the professional tutor were the head or deputy head, as might be the case in a small school, or a designated member of the staff in a larger school, it would be important for all teachers designated as professional tutors to be among the first to be admitted to third-cycle courses, so that they could be trained for their new tasks. Among the responsibilities of a professional tutor would be that of compiling and maintaining a training programme for the staff of the school, which would take account both of the curricular needs of the school and of the professional needs of the teachers."

The response to this recommendation has varied considerably between LEAs and between schools. In the two DES funded induction pilot schemes in Liverpool and Northumberland, the teacher tutor role was deliberately restricted to the induction of beginning teachers. This was true of most of the schemes not funded by DES too, but not in all of them. In the Leeds scheme, for example, the eight schools have each designated a teacher-tutor to co-ordinate all three aspects of school-based training, i.e. student teaching practice, probationer induction and INSET for experienced staff. In other areas, schools have not appointed a professional tutor as such but have taken up the suggestion that the role of one of the deputy-heads should be redefined to include these functions.

(5.6.4) External support for school-based INSET

The work of external support agencies in school-based INSET is difficult to describe because it goes largely unrecorded and unstudied. The role of local education authorities and their advisory staff is clearly of great importance but we have no systematic or detailed account of their work. LEA advisers, advisory teachers, media resources officers, etc., work with teachers and groups of staff in school settings but there are no easily-available accounts of this work. Teachers' centres also work in this way, as do universities.

(5.7) National Union of Teachers

In addition to plans for courses with a specific trade-union orientation, the union is hoping to launch courses for prospective headteachers at its recently-acquired training centre, Stoke Rochford Hall. Local NUT associations (branches) frequently contribute to INSET projects in their areas.
(6) Induction

The difficulties associated with the first year of teaching have for long been a matter of serious concern in Britain and several government sponsored committees and research studies have pointed to the need for improved induction arrangements. Following the James Report and the subsequent White Paper in 1972, plans were made to establish DES funded experimental induction schemes in five local education authorities but, mainly for financial reasons, only two authorities, Liverpool and Northumberland, were finally able to implement pilot schemes which were discontinued in 1979 due to cuts in the budget for education. In addition to these DES funded schemes other LEAs set up induction schemes but the quality and quantity of these varied considerably.

The Liverpool and Northumberland schemes began their preparatory work during the academic year 1973-74 and the September 1974 cohort of probationary teachers was the first to experience the new induction arrangements.

In broad outline, the two schemes followed the White Paper proposals, interpreting these in the light of relevant sections of the James Report, the Consultative Documents from the DES, previous research work and, most importantly, local circumstances and needs. Thus, both authorities gave reduced teaching loads to probationers; teacher-tutors were appointed and trained to help probationers within their schools; courses were arranged for probationers at outside centres. The main differences between the two lay in these outside courses: Liverpool was able to establish six professional centres; Northumberland had no suitable teachers’ centres or colleges in which to establish such professional centres and, moreover, for geographical reasons it made much greater use of residential block-release courses for probationers.

In Northumberland 219 probationers and 104 teacher-tutors were appointed in 92 of the county’s 243 schools, most of which were in the more heavily populated urban areas in the south-east of the county. Thus, the range was from a single probationer in a two-teacher school on the Cumbria border to fifteen probationers in a large urban high school. Since Northumberland was in the midst of reorganising its secondary education on a three-tier system, the probationers came from ten types of school. In Liverpool, 758 probationers and 370 teacher-tutors were appointed in 339 of the city’s 352 schools.

The operation was monitored carefully, although without any sophisticated scientific equipment, on behalf of the LEAs by research workers from the Universities of Liverpool and Newcastle and on behalf of the national authorities by a team from the Department of
Education Sciences in the University of Bristol. The two experiments threw into relief a certain number of key problems:

- replacement of the probationers (and of their tutors);
- occupation of the time left free by the reduction in their working hours;
- forms of assistance provided by the tutors in the school;
- liaison between the functions of the tutors and the courses offered to the probationers outside the schools.

The replacement of the probationers for the quarter of working hours from which they are exempted obviously represents an urgent problem which is both quantitative and qualitative. It is insoluble without the creation (begun in Liverpool) of a body of specialised substitute teachers. Likewise, it is not enough to pay the tutors an allowance: periods of time have to be arranged for them during their working hours when they can give their attention to their probationers. The cost of these replacements has been assessed at £1,000 per probationer per year, which partly explains why the general application of this formula in its fundamentals has been postponed from 1975-76 to 1977-78.

All the probationers appreciated, in this reduction of their working hours, the extra time they were able to spend on preparing lessons and correcting exercise books. If it amounted to nothing more than this, the induction year would certainly ease adaptation to the profession but would not really represent any proper training as the completion of initial training and/or the start of INSET. In the two experiments, the free time created was divided almost equally between activities inside the school and courses offered outside, either every week (in the city, i.e. Liverpool) or in blocked periods (in the rural area, where the different groups cannot be assembled together too often). These courses (seminars or practical work as well as and more than lectures) covered both particular aspects of the teaching of specific subjects and general problems of pedagogy, school organisation or educational policy. They were intended to be based, even fundamentally, on the actual experience of the probationers in their schools — which poses the problem of liaison between the two components of the training and, more specifically, the part played by the “tutors”.

In Northumberland, the teacher-tutors were heads or deputy-heads of schools in only 10% of cases. In Liverpool, on the other hand, 46% of them belonged to these categories: the initiation of a new teacher into the life of the school falls fairly naturally upon the head of the establishment or his deputies. This is not without its disadvantages, however, since there is a danger that the authority relationship will distort the interchange between the two; and being helped to adapt to the ways of a school, whilst legitimate, should not be confused with being introduced to the profession of teaching.
A brief preparation (from five to ten days) had been organised for the new teacher-tutors before they began functioning. In the absence of precedents and official directives, it was necessary to improvise and to rely on common sense in determining what their function and hence their training should be, somewhere between the two extreme conceptions: some thought that a long-serving teacher had no need of special training, while others thought that at least a month's intensive training was required.

Likewise, in practice, the forms of assistance provided varied between two distinct models: that of a well-conducted craftsmanship, where the elder introduces the newcomer to customs, places and people, and passes on some well-tried "tricks of the trade", taking care not to encroach on an autonomy which no teacher, even a beginner, can do without; and that of a systematic initiation into all the roles which must be sustained in a team of teachers, into the inventory and exploitation of the resources available for this purpose, and into classroom techniques proper.

Despite numerous criticisms, the reactions of the participants (probationers, tutors and school authorities) are very largely favourable. Although it is frankly admitted that further development is necessary, the formula has proved to be superior to previous methods from the outset. It has even had some favourable effects which were unexpected: it has helped to open up establishments both inwardly and outwardly, and also to stimulate some fresh thinking; and it has been a form of further training for the tutors themselves, in their own teaching as much as in helping the probationers. This, again, demonstrates that the induction year and INSET are linked together by functional necessities and not by mere theoretical viewpoints. For the experience gained in performing the functions of a tutor should naturally provide the basis from now on for courses for the training or further training of tutors.

(7) Participation Rates and Costs

(7.1) In 1978, the DES, with the agreement of the LEAs, carried out a survey of the volume and cost of induction and inservice training of teachers in the publicly maintained sector of education. The survey covered teachers in maintained nursery, primary, middle and secondary schools.

Each LEA in England and Wales was asked to complete a questionnaire indicating the volume of induction and INSET provided in the academic years 1976-77, 1977-78 and estimated for 1978-79, and the authority's expenditure on these activities in the financial year 1977-78 and estimates for 1978-79.

In addition the questionnaire invited authorities to supply a statement of their general policies in regard to induction and INSET.
and their future intentions in those fields. The analysis in this report of the survey is based on completed statistical questionnaires received from 88 of the 104 LEAs by the end of August 1978. Later replies did not alter the picture. Policy statements, covered in later paragraphs, were received from 96 authorities. The figures supplied by the 88 authorities were grossed up by the DES to provide estimates for all LEAs in England and Wales. This process was based on the assumption that the figures for the 16 non-responding authorities would be proportional.

As this survey was the first of its kind and it was mounted midway through the academic year 1977-78, LEAs had not been able to keep their records in a form which enabled them to answer all the questions precisely and replies to some of the questions were estimates.

Some questions raised difficulties of definition and measurement of costs and could not be answered on a uniform basis as between authority and authority. These difficulties were apparent particularly in regard to the involvement in induction and inservice training of members of the local authority advisory service where in some cases their costs had to be imputed.

The figures in Table 1 (see page 113) suggest that more than 80% of teachers taking up first full-time appointments in maintained nursery, primary, middle and secondary schools in 1976-77 and 1977-78 have been involved in some sort of induction programme. It is not possible to draw a more positive conclusion because the numbers following induction programmes as reported in the survey are shown in terms of academic years whilst the numbers of first appointments are counted from February 1st to January 31st. However, the figures in Columns 3-6 indicate that as yet relatively few induction programmes include provision for significant release from normal classroom duties.

The figures in Column 6 of Table 2 (see page 113) imply that between 60% and 70% of the teachers in regular service in each year undertook INSET courses or activities, although it should be borne in mind that LEAs' records may not have been sufficiently detailed to prevent the possibility of some double counting. It will be seen by comparing Columns 1 and 6 that more than half the teachers undertaking training were doing so as part of their overall professional responsibility and without absence from normal classroom activities. In 1977-78 about one-third of the total amount of release from normal classroom activities (equivalent to 3,850 full-time teacher-years) was accounted for by secondments for full-time courses of a year or more (1,260) and a further 770 teachers were seconded for full-time courses of more than one term but less than one year. For other teachers released from normal classroom activities to undertake training, the average release time was 3½ days
## Table 1: Induction: Volume (Number of Teachers Following Induction Programmes)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>1976-77 (Col. 1 as % of Full-time equivalent of teachers absent from normal classroom activities)</th>
<th>1977-78</th>
<th>1978-79*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year ending Jan. 31 (Col. 4)</td>
<td>20,300</td>
<td>18,300</td>
<td>15,900</td>
</tr>
<tr>
<td>From normal appointments in classroom</td>
<td>81.0%</td>
<td>86.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>In schools</td>
<td>105.0%</td>
<td>30.0%</td>
<td>105.0%</td>
</tr>
<tr>
<td>Total</td>
<td>220.0%</td>
<td>30.0%</td>
<td>545.0%</td>
</tr>
</tbody>
</table>

*Estimated

## Table 2: Inservice Training: Volume (Number of Teachers undertaking INSET Courses or Activities)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>1976-77</th>
<th>1977-78</th>
<th>1978-79</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time teachers released</td>
<td>161,000</td>
<td>170,000</td>
<td>126,000</td>
</tr>
<tr>
<td>Seconded for one term training</td>
<td>1,610</td>
<td>770</td>
<td>650</td>
</tr>
<tr>
<td>Seconded for one year full-time</td>
<td>124,100</td>
<td>133,000</td>
<td>135,000</td>
</tr>
<tr>
<td>Firsted for one year part-time</td>
<td>287,400</td>
<td>305,000</td>
<td>287,400</td>
</tr>
<tr>
<td>Estimated</td>
<td>4,480</td>
<td>3,850</td>
<td>4,480</td>
</tr>
<tr>
<td>Full-time as % of regular service teachers</td>
<td>0.89%</td>
<td>0.85%</td>
<td>0.97%</td>
</tr>
<tr>
<td>Total Estimated</td>
<td>545.0%</td>
<td>30.0%</td>
<td>545.0%</td>
</tr>
</tbody>
</table>
Table 3: Induction and Inservice Training: Expenditure
(Local Authority Expenditure on Induction and INSET indicated by the Survey)

<table>
<thead>
<tr>
<th>Financial Year</th>
<th>Salaries etc. of released teachers</th>
<th>Payments towards teachers' expenses</th>
<th>Salaries etc., of advisers and officers attributable to INIST</th>
<th>Total salaries and expenses Columns 1-3</th>
<th>Provision of training and other costs £ million</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977-78:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>INSET</td>
<td>0.9</td>
<td>0.1</td>
<td>1.3</td>
<td>2.3</td>
<td>0.6</td>
<td>2.9</td>
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<tr>
<td>Total</td>
<td>19.5</td>
<td>4.1</td>
<td>9.7</td>
<td>33.4</td>
<td>8.8</td>
<td>42.2</td>
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<td>1978-79:*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Induction</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>3.3</td>
<td>0.6</td>
<td>3.9</td>
</tr>
<tr>
<td>INSET</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>34.3</td>
<td>9.1</td>
<td>43.4</td>
</tr>
<tr>
<td>Total</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>37.6</td>
<td>9.7</td>
<td>47.3</td>
</tr>
</tbody>
</table>

*estimated

The survey shows that, although the total number of teachers involved in induction and INSET was high, a substantial proportion of these activities was undertaken without release; the number of teachers released from normal classroom duties, expressed in full-time equivalents, was just over 4,000 in the school year 1977-78 and was expected to rise to about 5,000 in 1978-79.
Table 3 (see page 114) shows that salaries, etc., of released teachers accounted for nearly half the expenditure on induction and INSET in 1977-78; and that expenditure on advisers and officers engaged in organising or supporting induction and INSET accounted for almost a further quarter. The actual provision of training and other costs accounted for only about one-fifth of the total. Salaries and expenses of individuals are expected to rise to £37.6 million in 1978-79 (from £33.4m. in 1977-78); and expenditure on provision of training and other costs is expected to rise to £9.7m. (from £8.8m. in 1977-78). Expenditure on induction accounted for 7% of the total in 1977-78 (£2.9m. out of £42.4m.) and is expected to account for 8% in 1978-79 (£3.9m. out of £47.3m.).

(7.2) Induction and INSET: Policy

Statements outlining their general policies on induction and INSET were provided by 96 local authorities. The following paragraphs give a broad analysis of the responses. It should, however, be borne in mind that as a fully-structured questionnaire was not used for this part of the survey, not all of the respondent authorities necessarily offered comment on each of the topics mentioned.

The survey found that in 1978 the great majority of LEAs made some arrangements for the induction of new teachers, although these arrangements did not always involve a lightened teaching load. Of the 96 LEAs, 25 indicated that they normally allowed a lightened teaching load for new teachers, and a further 27 planned to do so in the future. 32 arranged for new teachers to spend some time in their schools during the term before they took up their posts, and a further 20 planned to do so; in 24 LEAs a member of the school staff was appointed as a tutor with specific responsibility for new teachers, and in a further 21 this was expected to become the normal practice. 9 authorities stated that they were currently reviewing their induction policies.

The replies indicated that new teachers and their colleagues were generally in favour of induction programmes. A reluctance on the part of some new teachers, particularly teachers of young children, to leave their classes was mentioned by 9 authorities and 3 LEAs mentioned that some new teachers dislike being given special treatment through induction. Reservations on the part of some experienced teachers regarding the staffing difficulties which might be created by release were mentioned by 16 LEAs. Most LEAs which mentioned these points added, however, that the reservations expressed had largely been overcome by careful planning of their induction programmes.

Virtually all LEAs seconded a number of teachers each year to full-time courses of INSET. The number varied from authority to authority, however, both absolutely and as a proportion of the
teaching force employed by the authority; and many authorities indicated that in recent years they had for financial reasons been unable to increase opportunities for secondment. A total of 83 LEAs also described their policies regarding the part-time release of teachers for INSET: 33 permitted release where the course was considered appropriate for the teacher concerned, 20 leave the question of release to be determined by individual head-teachers, and 19 considered each application in the light of staffing constraints and available resources. The remaining 11 limited release to certain types of courses.

All LEAs organised short courses and offered other forms of INSET through their advisory services and teachers’ centres. Indeed the importance of the advisory service in providing induction and inservice training and co-ordinating training opportunities generally was a common theme in the statements made by LEAs. In 54 LEAs, the contribution of the advisory service in this area had been increased in 1978, and in a further 12 an increase was planned for the future. Most authorities also encouraged school-based INSET. The replies indicated that, although this represented a relatively small proportion of INSET as a whole, it was widely regarded as an area of growth, and many authorities were exploring ways in which the resources of local teacher-training institutions could contribute to this form of training.

Practices regarding the replacement of teachers on secondment or part-time release varied: in 29 of the 96 authorities, head-teachers were expected to arrange cover from within their existing staffing complements for teachers on release; in a further 21 LEAs replacements were provided only for teachers on secondment to courses lasting one term or longer; while 16 LEAs arranged wherever possible for replacement of teachers who were released for no more than a few days in all. Practices within the other 30 authorities varied.

Financial assistance was usually available to teachers on INSET: all 96 LEAs were prepared to pay part, or all, of any fees which might be involved, and the great majority were prepared to assist with other expenses.

Of the 96 authorities, 63 had advisory committees for INSET of the kind recommended in the government’s Green Paper, “Education in Schools: A Consultative Document”. Most authorities considering ways in which induction and INSET might be developed and expanded. The subjects most commonly described as priorities within INSET were English (including language development), mathematics, management for senior staff, special education, organisation and reorganisation of schools, science, and retraining in the shortage subjects. Obstacles to expansion include the staffing difficulties created by release and competing demands upon advisers’ time. By
far the most frequently mentioned obstacle, however, was the shortage of financial resources: the replies indicated that in planning their expenditure on induction programmes and INSET, LEAs had been influenced by the general climate of financial restraint.

Postscript

The question of finance has become more acute for LEAs since the election of a Conservative government committed to public expenditure cuts. Even though the nominal government allocation for INSET through the Rate Support Grant may not be reduced by very much, LEAs are likely to come under increasing pressure to use the INSET allocation in order to offset the effects of cuts in allocations for other areas – considered to be more essential.

References

Chapter 10
INSET in Scotland

(1) Introduction

INSET for teachers in Scotland is available to all on a voluntary basis. It is officially recognised as having the following objectives:
— to enable teachers to acquire knowledge and skills not included or only touched on in initial training;
— to enable teachers to keep in touch with advances in their subjects and to make a critical assessment of the relevance of these advances to curriculum development;
— to enable teachers to respond to changing ideas about the processes of teaching and learning;
— to enable teachers to keep abreast of wider changes in educational thinking and policy;
— to prepare teachers for responsibilities in a promoted post or in a new field.

(2) Initial Training

Initial training of teachers in Scotland is provided almost entirely in the ten colleges of education which are autonomous institutions directly funded by central government. One of these colleges (Dunfermline in Edinburgh) trains only physical education teachers and two others train almost exclusively for primary education. In addition to the ten colleges of education, the University of Stirling, through degrees containing certain subjects combined with education, trains a fairly small number of teachers each year.

Successful completion of a recognised training course enables the prospective teacher to apply for registration with the General Teaching Council for Scotland, without which he/she cannot hold a post in an Education Authority school. Training is offered on a concurrent and consecutive basis and leads to the Teaching Qualification (Primary Education) or the Teaching Qualification (Secondary Education) in a named subject.

For primary teachers, nine of the colleges offer a three-year diploma leading to the TQ (Pr.Ed.). Three colleges also offer a three-year Diploma in Music, one a four-year Diploma in Speech and Drama, and four offer a four-year Diploma in Technical Education for secondary teaching.

All ten colleges offer B.Ed. degrees which can qualify teachers either for primary or secondary teaching. Usually these involve four-year courses for an ordinary degree and five years for an honours degree. B.Ed. courses are validated in most cases by the local univer-
sity although in a number of cases degrees are validated by the Council for National Academic Awards.

Six of the colleges also offer a one-year course to graduates and to others with suitable initial qualifications. This is the main method of training for secondary education. It also accounts for about 17% of the entry to primary teaching in any one year.

(3) Co-ordination

National and regional INSET committees have existed in Scotland since 1967. The National Committee for the Inservice Training of Teachers has a membership reflecting a broad spectrum of educational interests: the colleges of education, the education authorities, the universities, the three teacher unions, the General Teaching Council and the Scottish Education Department. The four Area Co-ordination Committees, which have a similar composition, serve as liaison groups between Education Authorities, Colleges of Education and teacher unions in the north (based on Aberdeen), east (based on Dundee), south-east (based on Edinburgh) and south-west (based on Glasgow).

These latter bodies bear the major responsibility for INSET in Scotland and are charged with the following functions:

— to bring together the providers of inservice training and the consumers within their area to discuss what can and should be offered, by whom and how best to rationalise its distribution;
— to identify needs and to ensure that provision is made;
— to attempt to ensure that teachers throughout their area have similar opportunities;
— to ensure that information about regional courses is adequately disseminated;
— to provide a stimulus and a source of guidance, relying on consultation and agreement rather than direction.

The Scottish Education Department normally plays no direct part in mounting inservice courses for teachers but Her Majesty’s Inspectors of Schools make an important contribution in stimulating, helping to organise and participating in INSET courses. The Department consults with the main agencies providing continued training and has set up the National Committee, referred to above, whose remit is:

“To stimulate and keep under review the provision of inservice training for teachers at national level, to co-ordinate the work of the regional inservice training committees and to advise the Secretary of State, colleges of education and other agencies on matters relating to inservice training.”
The National Council, in addition to being responsible for general co-ordination, gives its backing to a series of twenty-three advanced courses lasting four to six days which are organised by the colleges of education on various educational and organisational subjects relating to the primary and secondary school; these are open to the appropriate categories of staff and attendance varies from 25 to 100 participants.

(4) Providers

INSET in Scotland is provided by a wide variety of agencies. However, the major contribution is made by the local education authorities and the colleges of education.

(4.1) LEA provision

The education authorities provide a wide variety of courses, usually of short duration, through their advisory services and teachers centres, where they exist. From the official description of the teachers centres, they seem to be more akin to the traditional Irish model rather than the traditional British type:

“A number of teachers centres exist in various parts of Scotland. Most are simply meeting places for teachers often with a minimum of administrative staff. They are also frequently the base for the advisory service. Most of the teachers centres are, in fact, relics of a system which was being built up in the former County Education Authorities prior to local government reorganisation.”

A growing area of provision by education authorities is in school-based INSET. Courses may be based in school for a number of reasons: they may be requested by a principal for individual teachers in the school, for a group of staff or for the whole staff; they may be part of curriculum development work being undertaken by advisers or they may be part of a longer course in which an individual teacher is participating. In northern Scotland, for example, where it is very difficult to bring teachers together, some parts of certain longer courses are supervised by the tutor going out to the schools. There is a wide variety of school-based INSET. In most cases, it is the kind of work which can be tailored to the needs of an individual classroom or school. Courses which involve considerable amounts of theory or, like management courses, profit by the pooling of experience from many situations, are not normally school-based.

(4.2) College of education provision

The colleges of education are obliged to provide INSET courses under the Teachers’ (Colleges of Education) Scotland Regulations
Table 1: Colleges of Education: Number of INSET Courses run and Number of Teachers Attending

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Courses Offered Outwith School Time</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Summer School........</td>
<td>135</td>
<td>2,839</td>
<td>119</td>
<td>2,532</td>
<td>125</td>
<td>2,511</td>
</tr>
<tr>
<td>Evening/Saturday .....</td>
<td>283</td>
<td>8,605</td>
<td>288</td>
<td>8,278</td>
<td>256</td>
<td>7,540</td>
</tr>
<tr>
<td><strong>Total (A)...........</strong></td>
<td>418</td>
<td>11,444</td>
<td>407</td>
<td>10,810</td>
<td>381</td>
<td>10,051</td>
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<tr>
<td><strong>Courses Offered Within School Time</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Qualification Courses etc.* ....</td>
<td>25</td>
<td>398</td>
<td>38</td>
<td>661</td>
<td>44</td>
<td>744</td>
</tr>
<tr>
<td>Courses more than 5 days........</td>
<td>86</td>
<td>2,236</td>
<td>114</td>
<td>2,512</td>
<td>89</td>
<td>2,174</td>
</tr>
<tr>
<td>Courses less than 5 days........</td>
<td>108</td>
<td>3,805</td>
<td>106</td>
<td>3,734</td>
<td>122</td>
<td>4,122</td>
</tr>
<tr>
<td><strong>Total (B)...........</strong></td>
<td>219</td>
<td>6,439</td>
<td>258</td>
<td>6,907</td>
<td>255</td>
<td>7,040</td>
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<tr>
<td><strong>Grand Total (A)+(B)</strong></td>
<td>637</td>
<td>17,883</td>
<td>665</td>
<td>17,717</td>
<td>636</td>
<td>17,091</td>
</tr>
</tbody>
</table>

% of courses outwith school time..... 66% 64% 61% 61% 60% 59% 62% 61% 70% 74% 64% 66%

% of courses within school time.......... 34% 36% 39% 39% 40% 41% 38% 39% 30% 26% 36% 34%

*Includes in addition to Special Qualification Courses all courses which carry an award.
1967. Throughout the ensuing decade INSET provision has developed in a number of ways, responding to varying requirements in the schools. The colleges offer a wide range of courses of varying lengths at different times of the year. Most provide residential accommodation for courses mounted during vacation periods. Approximately one-third of courses are run during school time, and of these, approximately one-fifth lead to some sort of special qualification. A full classification of the courses according to time, length and number of teachers participating is provided in Table 1 (see p. 122).

Where attendance at any inservice activity requires activity release from school duty, teachers who wish to take part must have the prior approval of their employing authority. If a teacher is released for a long course, a substitute is found. Because of the regulations in Scotland, this must be a fully-registered teacher. For short courses there is no replacement. Although the recommended staff complements for schools make allowance for the need for paid leave for training, the school authorities are rarely in a position to fulfil them, either for lack of available staff or as a result of budgetary restrictions.

Normally no tuition fees are charged to registered teachers. However, in practical courses, a charge is sometimes made to defray the cost of materials supplied by the college, or for special transport arranged for organised visits, field study excursions, etc. For qualifying courses, tuition fees are usually charged to the employing authority.

The Educational Institute of Scotland considers that courses which a teacher is required to take in the interests of the service, e.g. to update his/her knowledge, should be provided in term time within school hours and at the expense of the authority. The only kind of courses the Institute considers it reasonable for teachers to be expected to attend in their own time, after school hours or during holidays, are courses which they choose to attend for their own satisfaction.

In addition to the courses outlined above, teachers in the catchment areas of Aberdeen and Craigie could avail of “qualifying courses” in the following areas:

- **Aberdeen:** Nursery, Infant, Infant/Nursery, Infant Methods (s-b), Upper Primary, Handicapped (one year), Remedial (Prim./Sec.), Remedial (Prim.), Remedial (Sec.), Religious Education (Methods).
- **Craigie:** Nursery, Infant, Infant/Primary, Upper Primary, Remedial.

In addition to these locally-organised courses, teachers in the three areas were, of course, entitled to apply for the fourteen nationally-organised courses, located in various colleges of education venues throughout Scotland.
Table 2: Analysis of Courses Provided by Three Colleges of Education
(1977-78): Aberdeen, Craigie and Hamilton
(P=Primary; S=Secondary; C=Common to Primary and Secondary)

<table>
<thead>
<tr>
<th></th>
<th>Aberdeen</th>
<th></th>
<th>Craigie</th>
<th></th>
<th>Hamilton*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P S C</td>
<td></td>
<td>P S C</td>
<td></td>
<td>P Only</td>
</tr>
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<td>Education</td>
<td>3+1+2=6</td>
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<tr>
<td>Religious Education</td>
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<td>2+0+0=2</td>
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<td>1</td>
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</tbody>
</table>

20+29+17=66          43+3+12=58  11

*For the school-year 1977-78, Hamilton College decided to restrict its programme of evening courses to a mere four in order to devote more resources towards the expansion of day-time work, both release courses and school-based projects. The figures given above, therefore, exclude Hamilton’s provision of school-based INSET. They conducted 23 school-based projects: English 7; Maths 7; Art 3; and 1 each in Drama, Music, Environmental Studies, Remedial Education, Infant Organisation and Diagnostic Testing.

The national courses were classified in the following categories:

(a) Primary/Secondary: The Background Component in Modern Language Courses. The Development of R.E. in Scottish Schools.


Venues: Aberdeen 2; Callendar Park 1; Dundee 1; Hamilton 2; Jordanhill 3; Moray House 4; Notre Dame 1. None of these courses lasted more than one week.

(4.3) INSET at a distance
Like their colleagues in England and Wales, Scottish teachers are able to avail of courses provided by the Open University, and other radio and television broadcasts intended expressly for teachers provided by the BBC and IBA. Apart from these activities, several of the colleges of education have produced packages for distance learning. Some of these have been related to long courses, e.g. the two-year part-time course leading to the Associateship in Upper Primary Education in Aberdeen College; others have been very specific and much less ambitious, e.g. the same college’s course on “Biology for Primary Schools” or Dundee College of Education’s “Management for Geography Teachers”. Almost all the colleges have produced some packages but have found their construction difficult and very time-consuming.

(5) Participation Rates and the Identification of the Wishes and Needs of Teachers

Table 1 gives some indication of the participation rates of teachers in college-based INSET. In addition to the numbers given in the table, some 7,000 teachers were involved in school-based INSET in 1976-77 and 14,000 in 1977-78. A comparable number of teachers received INSET of some kind from their education authority. Most of the courses offered were very short (frequently lasting only one or two days) and it is certain that these statistics conceal a situation in which many teachers participate in more than one activity. The Scottish teacher population in 1977-78 was approximately 58,000.

A survey was conducted in 1974-75 to identify teachers’ wishes and needs. The Scottish Education Department in their reply to our questionnaire claimed that the results are now out of date. However, they pointed out that for immediate needs, the requests from individual teachers and schools for school-based INSET indicate some of the main areas of need. Furthermore, they quote as an example, the Lanark division of the Strathclyde region where there are local committees which channel the request for school-based INSET to the local College of Education.
(6) Induction

The main responsibility for the initial training of a teacher is seen to lie clearly with the colleges of education. At the probationary stage, responsibility for continued guidance and training is more divided. It is the duty of the education authority, the employer, in maintaining an efficient teaching force, to think in terms of the career management of teachers from their first appointment onwards. This includes placing them in appropriate schools, preferably in consultation with head-teachers. The head-teacher has a duty to exercise oversight of the work of probationers, and to assess their progress; and in some authorities this duty extends to certain promoted staff. Other colleagues, as members of the teaching profession, have an obligation to ensure that a new member of the profession is given all the assistance and guidance he/she has a right to expect from established practitioners. Colleges of education have a continuing interest in the progress of their former students. Very often, however, the respective roles of all those concerned are not clearly understood, least of all by the probationary teacher.

Only one of the Scottish education authorities prescribes procedures for the induction of probationers within the school. The prevailing view is that this is primarily the responsibility of individual head-teachers, with encouragement, and sometimes advice, from the authority. There is consequently wide variation in school-based induction arrangements across the country, not only from one authority to another but from school to school.

A 1978 report of a working party of the General Teaching Council expressed disappointment at the fact that several authorities make no special arrangements for the induction of probationers outside of the school situation.

Some authorities arrange for a short period of INSET at the beginning of the school session. In one authority, probationers are introduced to the school and staff by their principal teacher or another member of the promoted staff, and they also have a half-day meeting with the director of education in which the supporting services and resources of the region are described, and such matters as salary and conditions of service are discussed. Some primary advisers hold one- or two-day meetings (in some of which college of education staff may be involved) aimed at acquainting probationers with the authority’s policy on a wide range of school matters. There are annual divisional conferences for primary assistant head-teachers and courses for secondary assistant head-teachers, in both of which the induction of probationers is a major topic. One authority arranges a series of ten meetings for first year probationers teaching classes P1-P4. These are arranged by the authority’s staff tutor (early years).

In addition the staff tutor pays regular visits to probationers
teaching infant classes in small schools where there are no assistant head-teachers.

One authority has recently adopted as its policy for all secondary schools a programme of induction first developed in its schools and promulgated by the local Secondary Head-Teachers’ Association. The policy document sets out comprehensively the respective responsibilities of assistant head-teachers and principal teachers, and makes recommendations for an induction programme, indicating areas where probationers need support and guidance and suggesting how this can be carried out.

All authorities expect advisers to take a special interest in probationers, but in recent years the extent of the advisers’ involvement with probationers has changed. At one time it was commonly assumed that one of the duties of advisers was the visiting of probationers in the schools, but it is evident that for a variety of reasons advisers have not been able to maintain frequent personal contact with every probationer within their area of responsibility. The tendency has been for the pastoral care of probationers to be increasingly recognised as the responsibility of promoted staff in schools, with advisers adopting a supporting role. As their contact with individual probationers has declined, advisers’ participation in group meetings for probationers outside schools has increased. Advisers are instrumental in arranging probationer meetings, inservice courses, initial receptions, seminars, conferences and the provision of advice at teachers’ centres. The indications are that the role of advisers in the future will be concerned more with co-ordinating probationer programmes on a regional or divisional basis than with individual probationers in their schools.

Until recently, colleges of education have regarded induction as being a matter essentially for the schools and have been reluctant to venture into this field, except to the limited extent of offering assistance on request. Two colleges of education have, however, recently set up joint working parties with local teachers to study induction.

Within the teaching profession itself, the Working Party of the General Teaching Council identified two fundamentally opposed attitudes to probation within the teaching profession. The first of these attitudes — which seemed to have greater currency in the secondary school — views probation essentially as a period for testing young teachers. It is assumed that a teacher is fully trained upon leaving college and that it is then incumbent upon him/her to prove his/her competence. Repeated requests for advice or assistance from probationers may be interpreted as evidence of weakness and are discouraged. It is not uncommon to find that probationers are given “difficult classes”. This may be because the promoted staff concerned believe that the abler classes would be placed at risk by an inexperienced teacher, or it may be because it is felt that before a teacher
aspires to the "reward" of a "good" class, she/he must first prove her/his competence with the less academically inclined pupils.

The opposing view recognises that a probationer, upon completion of his/her initial training, is not a fully-competent teacher, but is at a critical stage in the training process and may require, particularly at the outset, continuous advice, guidance and encouragement from his colleagues in the school situation. The Working Party felt that there was an increasing acceptance of this view among teachers and a greater willingness to participate in the professional training of their younger colleagues. They expressed the view that when participation in training becomes an acknowledged part of teachers' duties, the profession will be ready to offer its wholehearted co-operation.

(7) Expenditure on INSET

It is not possible to give any details on expenditure on INSET since the Scottish Education Department collects no statistics from education authorities on the amount spent.

(8) Prospects and Problems

The Educational Institute of Scotland has in recent years produced a comprehensive policy document covering the whole of teacher training. Their basic philosophy supports the concept of the three I's continuum: initial training, induction and INSET. In particular, they express great concern over the existing arrangements for induction in Scotland. The earlier description of induction illustrates the lack of consistent and systematised initiatives in this area. To ease the entry of the new teacher concerned and of the school — both from the viewpoint of the teacher concerned and of the school — the EIS advocates a change in the timing of entry of each year's new intake into teaching service.

"This customarily takes place at the beginning of the school session, an arrangement which appears logical at first sight, but which, on closer examination, is found to have remarkably little to be said for it. It means that students have three months to wait for a salaried teaching post after completing their training and then find themselves pitched in at the deep end when school staffs are much too busy with preparations for a new session to have any time for newly-fledged probationers. A more advantageous time of entry, in our view, is at the beginning of the summer term when pressure on the staff is least heavy. Recruits entering teaching at this time could be given a reduced timetable and so enabled to find their feet at the more leisurely pace of the
summer term instead of caught up all at once in the hectic swirl of a new session. Such an arrangement, moreover, could be advantageous both to the college and to the school staffs as well as to the recruits. The opportunity could be taken when the pressure of pre-service training was off the colleges to develop inservice training for teachers during the summer term. Two of the colleges already arrange inservice courses to coincide with the final teaching practice of outgoing students so that the students release teachers from the schools. This arrangement would be still more efficacious if the relieving force consisted of qualified recruits instead of students who had still to complete their training. We conclude that from the academic, professional, administrative and recruiting points of view there is a good case for ending pre-service training at Easter instead of in June ...”

The EIS also recommends that new statutory machinery should be devised to enable teachers in the schools to participate much more fully and effectively in the training both of students and probationers and that the schools and training colleges should be brought into closer union for this purpose. A senior member of staff in each school should be given special responsibility for the co-ordination of training in collaboration with departmental heads and with visiting tutors from the colleges who would be additional to the existing methods staffs of the colleges.

Recently, the National Committee for Inservice Training of Teachers added its support to a view expressed by many other groups that a national system of award-bearing long courses for teachers should be instituted.

Budgetary considerations are likely, however, to hinder or preclude any progress in these areas.
Chapter 11

INSET in Northern Ireland

(1) Introduction

The development of INSET in Northern Ireland in many ways reflects the pattern which we have seen throughout Europe. The problems of initial training which dominated the sixties have now given way to an increasing emphasis on induction and INSET. The Lelièvre Report (1973) reflected and further encouraged the continuing development of INSET in Northern Ireland. Even before the “70s INSET boom”, it appears that participation in inservice courses was relatively high: a Ministry working party reported that the province’s teaching force of about 14,000 teachers registered over 7,000 enrolments at inservice courses and conferences during the academic year 1968-69. Although these statistics do not show the proportion of the teaching force engaged in INSET, they nevertheless indicate that there was a significant level of demand on the part of teachers — a demand which has increased during the seventies.

The Lelièvre Report

The Lelièvre Committee (on which the INTO was represented) reported in 1973 on the “Education, Initial Training and Probation of Teachers in Northern Ireland Schools and Institutions of Further Education”. In terms of its basic philosophy, it can be seen very much as a “Jamesian” document. It approved the James Report’s concept of the “triple-I continuum” and in Chapter 6 — which deals specifically with INSET — the report acknowledges the influence of the James Report on its own thinking. The report notes the change of emphasis in the education of teachers in the post-war period: not only at official level but also in the way teachers, themselves, view their education and training. The report, therefore, considers that there is “the necessity for a major new development for the province, which will be systematic and comprehensive, securing the planned partnership of all the agencies and institutions concerned.”

The committee was at pains to link the question of inservice training to the wider considerations of the teacher’s role in society at large and within the narrower realm of education. The report went on to discuss school-based INSET, award-bearing courses, teachers’ centres and the implications of release for INSET. On the latter point, the Lelièvre Committee endorsed the James proposal of release equivalent to one term in seven years; but went even further in recommending a greater degree of flexibility. The committee, there-
fore, expressed the teacher's entitlement as the "equivalent of not less than five terms of formal inservice education. To achieve this greater flexibility of provision, awards for teachers' courses, university school-teacher fellowships and other schemes should continue, and release for these should be in addition to the entitlement discussed above". The committee noted the need for a large pool of supply teachers in order to allow these proposals to be implemented, recognised the difficulties involved in the initial establishment of such a pool and considered that this task might be greatly facilitated by the creation of a career structure for supply teachers.

On the question of induction, the Lelièvre Report expressed the view that the induction year was the joint responsibility of school staffs, initial training institutions, the official advisory services and the area boards. The committee considered that the placement of a new teacher within a school was particularly important; and that special support should be given to the probationer if it was necessary to assign particularly difficult tasks to her/him. For all newly-appointed teachers, it was felt necessary that advance information on their duties should be provided and that, in the case of student teachers, arrangements should be made to allow them to spend time after their final examinations as temporary supernumerary teachers in their schools of first appointment. The report endorsed the James recommendation on the lightened teaching load and release for special induction training for newly-qualified teachers; and recommended the appointment of teacher-tutors in schools, who would continue to teach and would act as tutors for a limited period of time. The committee considered that the training of these teacher-tutors should begin immediately. The committee also recommended the appointment of professional tutors based in the colleges and universities. "Professional tutors would work within professional centres, that is to say the providing institutions, and, by arrangement with management committees, in designated teachers' centres, maintaining through them liaison between the schools and the institutions. Their duties in relation to teachers in the induction period would include responsibility for designing, in consultation with the schools, the courses to be followed in the release periods."

(2) Initial Training

The initial full-time training of teachers in Northern Ireland is provided by seven institutions of higher education - four of which share a special relationship. The Queen's University of Belfast and its three recognised Colleges of Education, Stranmillis, St. Mary's and St. Joseph's, are responsible for the greater part of the initial training of teachers in the province. The University's Education Department is solely responsible for the provision of a one-year course for
university graduates leading to the award of the Graduate Certificate in Education. The Education Department collaborates with Stranmillis College (a government college with an enrolment of about 900 male and female students), St. Mary's College (a voluntary college under Roman Catholic management with an enrolment of about 400 female students) and St. Joseph's College (a voluntary college under Roman Catholic management with an enrolment of about 350 male students) in the provision of the following courses:

(i) a four-year course leading to the award of the Bachelor of Education (Honours) degree;
(ii) a three-year course leading to the award of the Bachelor of Education (General) degree;
(iii) a three-year course leading to the award of the Certificate in Education;
(iv) a one-year course for university graduates leading to the award of the Graduate Certificate in Education;
(v) a one-year course for students holding approved diplomas or certificates in Music, leading to the award of a Certificate in Education (Music);
(vi) a modified form of the one-year Graduate Certificate in Education Course is available at Stranmillis College only for intending educational psychologists who wish to proceed to the M.Sc. course in Developmental and Educational Psychology.

The New University of Ulster at Coleraine offers three types of four-year degree courses leading to the award of Bachelor of Arts (Honours) or Bachelor of Science (Honours) (which include the requirements for a teaching qualification). These are:

(i) the Single Subject Course in Education (normally 16 course units in Education and 8 units in another subject, with the Education units being taken to final honours level);
(ii) the Combined Subjects Course (normally 12 course units in Education and 9 units in another subject, both being taken to final honours level);
(iii) the Concurrent Course (normally 9 units in Education and 15 units in another subject, the honours degree being classified in the main subject studies).

The university also offers a three-year course leading to the Certificate in Education (comprising 18 units of which 6 are normally taken in a subject other than Education). Students on this course who demonstrate their suitability may be transferred to the four-year honours degree course after the first, second or third year.

The Ulster Polytechnic at Jordanstown provides the following courses:

(i) a four-year course leading to a Bachelor of Education degree or degree with honours in Physical Education, Communication Studies, Retardation or Home Economics;
(ii) a one-year full-time course leading to the award of the Art Teacher's Diploma; this course prepares specialist art teachers for work in primary, secondary and further education;

(iii) a two-year full-time course leading to the award of the Craft Teacher's Diploma (Light and Heavy Crafts); this course prepares suitably-qualified persons for recognition as qualified teachers in secondary schools and institutions of further education.

(iv) a one-year full-time course leading to the award of the Music Teacher's Diploma; this course prepares students for work in Music-in-Education particularly at secondary and further education levels.

The College of Technology in Derry provides courses of one and two years' duration leading to the Certificate in the Teaching of Commercial and Secretarial Subjects (awarded by the New University of Ulster). The programme of study provides training for intending teachers of commercial and office arts subjects for work in secondary schools and institutions of further education.

(3) Co-ordination

The Department of Education for Northern Ireland has overall responsibility for the co-ordination of INSET in the province. It is assisted by the Advisory Committee on the Supply and Training of Teachers, established on the recommendation of the Lelièvre Report. The Advisory Committee is charged with the function of reviewing provision for the general and professional education of teachers and advising the Department on such matters. This committee delegates specific responsibility to its Sub-Committee on Inservice Training and Induction and its Working Party on the Co-ordination of Courses.

(4) Providers

INSET courses may be provided by any institution or organisation. However, if they wish the Department of Education to offer assistance in respect of fees, travelling expenses and subsistence to teachers who may attend the course, the organisers must seek the Department's approval in advance. The major providers of inservice education are as follows.

(4.1) The Department of Education

The single biggest provider of INSET in Northern Ireland is the Department of Education, which organises a wide variety of courses through its inspectorate, and in conjunction with other institutions and organisations. During the period April, 1979, to March, 1980, the Department intended to organise 42 short courses (usually of one or two days) at approximately 65 venues throughout the province (see Table 1). The Department also organised a programme of 23
one-week courses across the province during the last week of June and the first week of July, known as the "Summer School".

Table 1: Short Courses (April, 1979, to March, 1980) by subject and educational level

<table>
<thead>
<tr>
<th>Subject</th>
<th>Primary</th>
<th>Secondary &amp; Further Ed.</th>
<th>Non-Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts/Crafts/Design</td>
<td>4</td>
<td>15</td>
<td>—</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>2</td>
<td>—</td>
</tr>
<tr>
<td>History</td>
<td>—</td>
<td>2</td>
<td>—</td>
</tr>
<tr>
<td>Geography</td>
<td>—</td>
<td>7</td>
<td>—</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
<td>—</td>
<td>8</td>
</tr>
<tr>
<td>Domestic Science/Catering</td>
<td>—</td>
<td>2</td>
<td>—</td>
</tr>
<tr>
<td>Health Education</td>
<td>—</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>—</td>
<td>2</td>
<td>—</td>
</tr>
<tr>
<td>Science</td>
<td>—</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Computers</td>
<td>—</td>
<td>2+</td>
<td>—</td>
</tr>
<tr>
<td>Statistics</td>
<td>—</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Economics/Business Studies</td>
<td>—</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Typewriting</td>
<td>—</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Classics</td>
<td>—</td>
<td>6</td>
<td>—</td>
</tr>
<tr>
<td>Spanish</td>
<td>—</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Home/School Liaison</td>
<td>1</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Adult Literacy</td>
<td>—</td>
<td>—</td>
<td>1</td>
</tr>
</tbody>
</table>

N.B. Courses are counted by venue.

9 43+ 10

Table 2: Summer School Courses, 1979

<table>
<thead>
<tr>
<th>Subject</th>
<th>Primary</th>
<th>Secondary &amp; Further Ed.</th>
<th>Non-Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Statistics</td>
<td>—</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Language</td>
<td>1</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>History</td>
<td>—</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Geography</td>
<td>—</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>—</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Microprocessors</td>
<td>—</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Craft/Design</td>
<td>—</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Upholstery</td>
<td>—</td>
<td>2</td>
<td>—</td>
</tr>
<tr>
<td>Motor Vehicle Maintenance</td>
<td>—</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Handwriting</td>
<td>1</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Curriculum/Organisation</td>
<td>—</td>
<td>2</td>
<td>—</td>
</tr>
<tr>
<td>Counselling</td>
<td>—</td>
<td>2</td>
<td>—</td>
</tr>
<tr>
<td>Special Education</td>
<td>—</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Education of Gifted</td>
<td>—</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>—</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>BBC Workshop</td>
<td>—</td>
<td>1</td>
<td>—</td>
</tr>
</tbody>
</table>

4 15 4
(4.2) Universities and colleges of education

The universities and colleges of education make provision for INSET in a variety of ways. They provide one-year full-time courses leading to higher degrees (e.g. M.Ed.), advanced diplomas and certificates, and even primary degrees. In addition to these full-time courses, a wide range of part-time certificated courses and medium-length refresher courses are available to teachers. The colleges also make facilities available for courses organised by the Department of Education.

At Queen’s and its recognised colleges of education, teachers can take an inservice B.Ed. over one year full-time or two years part-time. An inservice M.Ed. is also available at Queen’s on the same terms. The university also provides a two-year part-time course leading to a Diploma in the Advanced Study of Education (DASE). This course is also available on a one-year full-time basis under certain circumstances. In addition to these award-bearing courses, the colleges of education also provide refresher courses, lasting from four weeks to one term. In the period April, 1979, to March, 1980, Stranmillis College planned to offer three courses of this type, St. Mary’s two courses and St. Joseph’s ten courses. These four institutions are also involved in induction — see (5) — and school-based INSET — see (4.5).

The New University of Ulster provides a one-year full-time or two-year part-time course leading to a DASE. The NUU also provides a course leading to a Diploma in Continuing Education, intended for tutors and administrators in further education institutions and universities, WEA officers and teachers with responsibility for training adults in industry and the public services. The NUU provides four diploma courses (the equivalent of one year full-time in duration) in Chemistry and Education, Mathematics and Education, Physics and Education, and Advanced Studies in History and Education. The university also offers M.A. degree courses in Education and Continuing Education, both of which may be taken over one year full-time or two years part-time. Two-year part-time M.A. courses are also offered in French Studies, General and Applied Linguistics, Twentieth-Century History, German, Geography and Energy Studies.

The New University of Ulster also allows the admission of teachers to one-term courses in many subjects throughout the university — thus enabling teachers to refresh existing knowledge and to learn of new subject content. The university has also been involved in induction — see (5).

The Ulster Polytechnic at Jordanstown offers an inservice B.Ed. course validated by the Council for National Academic Awards (CNAA). A pass degree is awarded after three years part-time study and an Honours degree after four. The polytechnic also offers two
primary degree courses (taken over a minimum of three years on a part-time basis) leading to a B.A. (Bus. Studies) and a B.Sc. (Biol. Sci.), both of which are validated by the CNAA. Two CNAA Diploma courses (two years part-time) are available in Management Studies (of particular interest to principals, vice-principals, etc.) and in Guidance and Counselling. The polytechnic also provides a two-year part-time course leading to the CNAA’s Teacher’s Certificate in Further Education. Two inservice courses in Drama are also available at the Ulster Polytechnic — one leading to the Associateship of the Drama Board and the other to the Associateship of the Drama Board (Education); both courses are taken over one year on a part-time basis. The Ulster Polytechnic also provides refresher courses, lasting from four weeks to one term. During the period, April, 1979, to March, 1980, the polytechnic organised five such courses.

The Stranmillis College of Education offers a two-year part-time course leading to an Advanced Certificate in Youth and Community Studies, while the Belfast College of Technology offers a number of courses (some leading to City and Guilds’ Certificates) in technical, audio-visual and electronic subjects on a one-year part-time basis.

The universities, Queen’s and NUU, also make an input into INSET through the teachers’ centres attached to them — see (4.4).

(4.3) The Education and Library Boards

The five Education and Library Boards (local education authorities), covering Belfast, North-East, South-East, South, and West) provide INSET through two major agencies: the Boards’ advisory services and the local teachers’ centres — see (4.4).

(4.3.1) The advisory services

The Education and Library Boards employ advisers in the following numbers:

<table>
<thead>
<tr>
<th>Region</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belfast</td>
<td>12</td>
</tr>
<tr>
<td>North-East</td>
<td>12</td>
</tr>
<tr>
<td>South-East</td>
<td>8</td>
</tr>
<tr>
<td>Southern</td>
<td>2</td>
</tr>
<tr>
<td>Western</td>
<td>6</td>
</tr>
</tbody>
</table>

Unlike England and Wales, where the Local Education Authority advisers primarily service the needs of teachers, the E&LB advisers’ chief function is to advise the local board on the needs of a particular area of broad educational provision, e.g. youth services, etc. However, in the course of fulfilling this role, the E&LB adviser frequently consults with teachers in his/her area and, in this sense, provides an inservice experience of an educational nature for these teachers.
(4.4) Teachers’ centres

There are two types of teachers’ centre in Northern Ireland: the regional centre (of which there are three) and the local centre (of which there are fourteen).

The three regional centres (the Queen’s University Teachers’ Centre, Belfast, the NUU Teachers’ Centre, Coleraine, and the NUU Teachers’ Centre, Derry — with a fourth in prospect at the Ulster Polytechnic at Jordanstown) are intimately linked to institutions of higher education and are thus able to draw readily on a wider variety of expertise and a greater range of resources. They are financed in part by the host institution, in part by their local E&LB (in recognition of the services they provide for local teachers) and in part by the Department of Education for Northern Ireland (in recognition of the services they provide for the whole province). The three regional centres are staffed by one full-time organiser and four full-time assistant organisers. The activities of one of these regional centres, the Queen’s University Teachers’ Centre, is outlined in 4.4.1.

The fourteen local centres, financed by the E&LBs, vary considerably in the depth of their resources and the range of their activities. Eight have a full-time organiser. The major function of all centres is the provision of local short courses.

The management of all the teachers’ centres — both regional and local — is by means of a committee on which teachers have a majority representation. Other representation comes from the E&LB in whose area the centre is situated, from the Department of Education, in Belfast from the Queen’s University and Stranmillis College, and in Coleraine and Derry from the NUU. In some cases, co-options have been made to represent such special interests as the library section of the E&LB. Teacher representation at management level is, as a rule, drawn from the primary, secondary and further education sectors, and in some areas is further sub-divided to include representation for teachers concerned with special, or with pre-school, education. Each management committee is responsible for the programme of its centre, but no course can receive financial aid from public funds unless it has been approved by the Department of Education. In some centres, the management committee receives advice on programmes from subject panels or from interest groups.

Participation rates for the centres as a whole are not readily available but, in general, it is believed that the rate is greatest among primary teachers, less among secondary teachers and least among further education teachers.

(4.4.1) The Queen’s University Teachers’ Centre

The QUB Teachers’ Centre began life as the Belfast Science Centre in 1967 in two or three small huts on the main campus. The
centre was conceived as a resource base for voluntary inservice activity undertaken by panels of teachers specialising in science and mathematics.

In 1970, the university recognised the centre as a "permanent facility" and its name was changed to the Queen's University Science Centre. In the same year, the Senate of the University formally approved a constitution for the centre and recognised the expansion of its activities by changing the name once more to the Queen's University Teachers' Centre. The centre is now the second largest single provider of INSET (after the Department of Education).

The management committee of the centre consists of the convenors of the specialist subject panels, together with representatives of the university, the Department of Education, the E&LB and the colleges of education. The constitution of the centre allows for the appointment of additional teachers, if necessary, to ensure that there is always a majority of teachers on the committee.

The panel structure, referred to indirectly above, began with six panels, i.e. groups of teachers with a common subject interest, namely Biology, Chemistry, Mathematics, Physics, Primary Science and Secondary Science. To these were quickly added Applied Science
and Technology, Geography, and Primary Mathematics. There are now twenty-nine panels, ranging from Speech and Drama to Geology. Each of the panels arranges its own activities, and has access to funds to spend on equipment, books, organisation of conferences, inservice courses, etc.

The general running of the centre is in the hands of two organisers who share a full-time post between them. They are assisted by five part-time assistant organisers and nine assistant organisers on secondment (four are full-time; and five for one or two days per week). It is part of the work of the organisers to co-ordinate panel activities where appropriate.

The centre provides workshop and reprographic facilities, book and non-book resource materials, a wide selection of audio-visual aids, television recording facilities and a micro-teaching unit.

Some idea of the scale of the activities provided by the centre can be gauged from the following general statistics contained in the centre’s annual report published in 1979.

| Number of people visiting the centre                      | 18,000 (approx.) |
| Number of meetings organised by the Teachers’ Centre staff and panels | 650 (approx.) |
| Number of meetings organised by outside agencies          | 350 (approx.) |
| Number of inservice courses organised by the centre       | 54 |
| Primary                                                   | 18 |
| Secondary                                                 | 30 |
| Primary and Secondary                                     | 6 |
| Number of teachers attending inservice courses            | 2,062 |

Of the outside agencies who availed of the centre’s facilities for meetings, the major users were:

- Adult Literacy .......................................................... 85
- Belfast Education and Library Board .................................. 51
- Department of Education, Northern Ireland ......................... 34
- Irish National Teachers’ Organisation ............................. 26
- National Association of Schoolmasters/Union of Women Teachers .................................................. 23
- The Open University ....................................................... 21

The Teachers’ Centre has produced a wide range of publications — arising out of the work of the subject panels, as well as panel newsletters and bulletins. In certain subjects, the centre has also produced slide sets which may be borrowed from the resources library.

(4.5) School-based INSET

As in the INSET report on England and Wales, school-based INSET in Northern Ireland is not an easy subject to document in any quantitative fashion. The extent and range of activities based in schools varies very much across the province. The Lelièvre Report
stressed the importance of school-based INSET within the totality of INSET provision, recommending that:

"Staffs should therefore accept an increasing degree of responsibility for their own inservice education. Courses and conferences on specific problems, discussion of teaching practice schemes and induction programmes and the study of curriculum development all fall within the scope of school-based inservice education. We recommend that resources should be made available to schools for developments of this kind. This is not to say that school-based inservice education should replace that made available in the teachers' centres and institutions of higher education. Schools should be part of a planned network of provision."

School-based inservice work is becoming an important area of involvement for the colleges of education and QUB Teachers' Centre. The areas covered in this field range from mixed ability teaching in the secondary school to developing language programmes for the upper primary school. The institutions have explored a range of formats from single day whole staff conferences to working with single departments in secondary schools and groups of teachers at different primary schools for shorter (e.g. half-day) periods ranging over several months.

The Schools Support Service operating from the Department of Further Professional Studies in QUB has been engaged in school-based work in a number of schools in the province. In addition, the Department's Inspectors and Area Board Advisers have been collaborating in school-based work on language development, mainly in the Belfast area. Also, several schools have introduced individual initiatives in the school-based field.

(4.6) INSET at a distance

Like their colleagues in Britain, teachers in Northern Ireland can avail of the courses offered by the Open University. The Department of Education offers financial assistance to teachers undertaking associate student courses and is prepared to support full-time permanent qualified teachers undertaking degree courses of the Open University, provided they have satisfactorily completed probation. Normally grants are restricted to non-graduates.

(4.7) Other provision

The provision outlined above constitutes the most substantial and significant part of inservice education in the province. Among the variety of other small-scale provision, teachers can also avail of courses organised by:

(i) various subject associations (e.g. Society of Commercial Teachers, Careers Teachers' Association, etc.);
(ii) agencies outside Northern Ireland such as the Department of Education and Science in England and Wales;
(iii) European universities and colleges.

(5) Induction

In line with the recommendations of the Lelievre Report, induction trials for probationary teachers began in the academic year, 1974-75: two at university-based teachers' centres and two at colleges of education. The results of this trial period were summarised by the Northern Ireland Council for Educational Research, who found that there was a "considerable diversity in the timing, duration, staffing patterns, contents, and, where such have been indicated, aims of the provision made available at the four centres. For example, while most centres have provided relatively well-structured training courses for tutors, the provision for probationers has been less effective, as revealed by variations in practice and by probationer group comments — some concentrating on curriculum, some on learning difficulties, and others on resources. Furthermore, only in a minority of cases has allowance been made for any kind of evaluative feedback, either from tutors or probationers."

The Council's summary report goes on to examine the probationers' response to the induction trial:

"The Probationer Survey reveals that a sizably greater proportion of the sample surveyed (29%) had been given no information concerning their classes or pupils prior to taking up duty than was the case in the National Survey (9%). Furthermore, 26% ... had never visited their prospective schools.

"(The Probationer Survey) revealed a considerable discrepancy between university- and college-based probationers with regard to the amount of pre-appointment contact which they had with their prospective schools, and suggested that this finding may be a result of the different placement policies of training institutions.

"The National Survey suggested that such a lack of information, far from being inadvertent on the part of schools, was often associated with probationers being given below-average ability classes."

"... the Probationer Survey revealed that 80% of probationers were allowed no reduction in class size, and the evidence suggests that variations in reduction may also be a function of the centres with which they were associated. (The Survey also) illustrated the lack of systematisation in the number of school-based contact hours between tutors and probationers, only 4% of the sample surveyed having in excess of one hour's contact (per week)."

"Foremost among the topics of a professional nature most often discussed by tutors and probationers were: Discipline (36%),
Organisation of Teaching and the Classroom (24%), and Schemes of Work, Syllabus and Curriculum (17%). At a personal level, tutors found themselves most frequently called upon to ‘boost flagging morales’, and ‘to assist with finance and accommodation’.

“The Probationer Survey revealed a considerable amount of probationer discontent with the tutor-teacher relationship. Sources of dissatisfaction were: lack of consultation, unfamiliarity with the problems of the probationary teacher’s pupil age-group, and the general ad hoc level of supervision.”

Induction programmes have continued to be mounted by teachers’ centres following the induction trials. The Queen’s University Teachers’ Centre, for example, provides facilities and co-ordinating personnel for such programmes for primary and secondary probationer teachers. In the case of primary teachers, the centre provides monthly workshop sessions for 35 to 40 teachers as well as preparing resource materials for them and visiting them (on request) in schools. A series of meetings were conducted with teacher-tutors with a view to producing a booklet of reading resource materials for the 8 to 12 age group. At second-level, two one-day discussion/workshops in subject specialities are held each term. Six conferences of teacher-tutors are also organised as well as two evening sessions for both probationers and teacher-tutors. Arrangements are also made for probationers to visit other schools.

Presently there are nine separate pilot schemes operating throughout the province but these are being discontinued at the end of the current academic year (1979-80). The discontinuation of the pilot schemes does not, of course, mean that induction practices will cease. It is not, however, possible at this stage to indicate the form which the long-term arrangements will take, as this will depend on the Department’s response to a Study Group’s report on induction which is at present under consideration.

(6) Entitlement to INSET

Entitlement to INSET is currently based on the following terms:

**(i) Criteria**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>ELIGIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short courses (i.e. less than 4 weeks)</td>
<td>Teachers in service.</td>
</tr>
<tr>
<td>One-term full-time courses</td>
<td>Qualified full-time permanent teachers with normally five years’ teaching experience.</td>
</tr>
</tbody>
</table>
Refresher courses
(4 weeks to one term) .......... Qualified full-time permanent teachers with five but not less than three years' teaching experience.

Part-time courses .................. Qualified teachers who have satisfactorily completed their period of probation.

One-year full-time Leave of Absence courses ............ Qualified full-time permanent teachers with five years' teaching experience although this may be reduced for courses in Special Education, Careers Education, Nursery Education and Computer Education.

Open University ...................... Qualified full-time permanent teachers.

(ii) Frequency
Current restrictions are as follows:
(i) Only one visit per year is granted for short courses outside Northern Ireland.
(ii) One year leave of absence is limited to one year's release every five years.

(iii) Timing
Inservice courses take place both during and outside school hours. For courses during school hours, teachers are required to receive permission from the Area Board (usually via their principal).
For attendance at courses outside school hours teachers do not receive additional payments nor are they awarded time off in lieu.

(7) Supply Teachers
Provision is made for substitute teachers to replace teachers engaged in INSET. In such circumstances use can be made of either "supply" teachers or "temporary" teachers.
Each E&LB has a pool of "supply" teachers who are qualified and permanently in employment to cover absence due to illness, maternity leave, etc. To engage the services of a "supply teacher, the principal of the school makes the necessary arrangements with his employing authority.
When a "supply" teacher is not available to cover an absence, arrangements are made between the principal and his/her employing authority to engage the services of a "temporary" teacher who may not necessarily be qualified.
(8) Identification of Teachers’ Needs and Wishes

Courses organised by the Department’s inspectorate are provided in response to the inspectors’ evaluation of the schools and their needs. Other course organisers, e.g. teachers’ centres, similarly gauge needs from their knowledge of the teachers in their area and also provide courses at the request of teachers.

Also, for each course approved by the Department, whether or not the course is eventually held, the Department receives a statistical return from which the usefulness and popularity of the course can be judged.

(9) Participation of Teachers in INSET

Table 3: Participation of Teachers in Certain Categories of INSET Activities approved by the Department of Education for Northern Ireland (1972-79)

<table>
<thead>
<tr>
<th>Course Type</th>
<th>72-73</th>
<th>73-74</th>
<th>74-75</th>
<th>75-76</th>
<th>76-77</th>
<th>77-78</th>
<th>78-79</th>
<th>79-80</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year full-time</td>
<td>32</td>
<td>33</td>
<td>42</td>
<td>50</td>
<td>25</td>
<td>25</td>
<td>123</td>
<td>193</td>
</tr>
<tr>
<td>1 term or less full-time</td>
<td>31</td>
<td>35</td>
<td>37</td>
<td>120</td>
<td>220</td>
<td>222</td>
<td>144</td>
<td>274</td>
</tr>
<tr>
<td>Part-time</td>
<td>Not Available</td>
<td>330</td>
<td>509</td>
<td>582</td>
<td>976</td>
<td>1126</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open University</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>342</td>
<td>537</td>
<td>474</td>
<td></td>
</tr>
<tr>
<td>Short Courses provided by Dept.</td>
<td>(59)</td>
<td>(61)</td>
<td>(50)</td>
<td>(50)</td>
<td>(71)</td>
<td>(69)</td>
<td>(79)</td>
<td>(103)</td>
</tr>
<tr>
<td>Induction</td>
<td>—</td>
<td>—</td>
<td>137</td>
<td>141</td>
<td>202</td>
<td>392</td>
<td>346</td>
<td>332</td>
</tr>
</tbody>
</table>

1. Part-time: Figures for teachers who attended these courses prior to 1975-76 are not available.
2. Open University: Prior to 1977 Local Education and Library Boards were responsible for assistance for these courses.
3. Short Courses: These figures relate to the calendar years and only to attendance at courses provided by the Department. The figures relate to the number of courses provided in each year. No figures are available for short courses organised by other agencies, except for those contained in a recent survey by the N.I. Council for Educational Research which showed that during the period 1 April 1978—31 March 1979 488 short courses were held throughout the Province and that the average daily attendance was 23.6.
4. To date.

Table 4: Qualified Teachers in Full-time Service on April 1 Each Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>15,127</td>
<td>15,509</td>
<td>16,119</td>
<td>16,864</td>
<td>17,290</td>
<td>18,209</td>
<td>18,598</td>
</tr>
<tr>
<td>Further Education</td>
<td>1,210</td>
<td>1,201</td>
<td>1,278</td>
<td>1,379</td>
<td>1,415</td>
<td>1,436</td>
<td>1,522</td>
</tr>
<tr>
<td>All Schools and Further Education</td>
<td>16,337</td>
<td>16,710</td>
<td>17,397</td>
<td>18,243</td>
<td>18,705</td>
<td>19,645</td>
<td>20,120</td>
</tr>
</tbody>
</table>

Figures are not yet available for the teaching force at 1 April 1979.
(10) Expenditure on INSET

Comprehensive figures covering all expenditure on INSET in Northern Ireland are not available. However, Table 5 details the Department of Education for Northern Ireland's expenditure on INSET during the period 1972-79. These figures essentially cover travelling and subsistence expenses, tuition fees, payments to course lecturers and grants to regional teachers' centres.

Table 5: Expenditure on INSET by the Department of Education for Northern Ireland (1972-79)

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditure (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>141,660</td>
</tr>
<tr>
<td>1973-74</td>
<td>169,468</td>
</tr>
<tr>
<td>1974-75</td>
<td>235,998</td>
</tr>
<tr>
<td>1975-76</td>
<td>441,198</td>
</tr>
<tr>
<td>1976-77</td>
<td>582,842</td>
</tr>
<tr>
<td>1977-78</td>
<td>600,978</td>
</tr>
<tr>
<td>1978-79</td>
<td>574,280</td>
</tr>
</tbody>
</table>

N.B. The figures for 1972-73 to 1977-78 include amounts equivalent to the salaries of teachers on one-year and one-term courses. The figure for 1978-79 does not include an amount in respect of salaries which are now borne on the Teachers' Salaries Vote of the Education Budget.

Another major source of expenditure on INSET are the E&LBs, the latest available figures for the Boards' spending on INSET relate to 1977-78 and are outlined in Table 6.

Table 6: Expenditure on INSET by the Five E&LBs in Northern Ireland (1977-78)

<table>
<thead>
<tr>
<th>E&amp;LB</th>
<th>Expenditure (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belfast E&amp;LB</td>
<td>58,193</td>
</tr>
<tr>
<td>North-Eastern E&amp;LB</td>
<td>70,884</td>
</tr>
<tr>
<td>South-Eastern E&amp;LB</td>
<td>84,140</td>
</tr>
<tr>
<td>Southern E&amp;LB</td>
<td>40,681</td>
</tr>
<tr>
<td>Western E&amp;LB</td>
<td>34,956</td>
</tr>
<tr>
<td>Total</td>
<td>228,854</td>
</tr>
</tbody>
</table>

Figures for the other two major areas of INSET expenditure — i.e. that of the institutions of higher education and the salaries of supply teachers and substitutes for teachers involved in INSET — are, unfortunately, unavailable.
Chapter 12

INSET in the Republic of Ireland

(1) Introduction

Although the stated government attitude towards inservice education and training for teachers has been generally positive, there have been no major policy initiatives on the development of INSET in this country. INSET practices tend, therefore, to be mainly traditional: essentially inservice education takes place on a voluntary basis outside working hours — either during the summer vacation (mainly in July) or in a series of weekend or evening classes. Participants in summer courses receive time off in lieu of time spent on inservice education — though on a proportional basis rather than in direct parity. In some cases, teachers receive payments towards the cost of travelling and accommodation.

(2) Initial Training

(2.1) Primary teachers receive their initial training in one of the six colleges of education. Three of these (namely St. Patrick’s, Dublin; Carysfort, Dublin; and Mary Immaculate, Limerick) are recognised colleges of the National University of Ireland and produce approximately 900 graduates each year. The other three colleges, i.e. the Church of Ireland College of Education, the Froebel College of Education, and St. Mary’s College of Education, are associated with the University of Dublin and provide approximately 90 graduates each year.

In order to enter the colleges of education, students must satisfy the general admission requirements of the university with which the college is associated, and achieve an honours grade in Irish in the Leaving Certificate examination.

Most students study for the Bachelor of Education (B.Ed.) degree. In the NUI colleges, this is a three-year course leading to an honours or pass degree depending on the results of an examination. In the TCD colleges, students are awarded a pass degree after three years’ study and those of sufficiently high standard may study for an additional year to obtain an honours degree. The content and structure of the two types of courses also differs: in general, the NUI courses are of a more academic nature while the TCD-based courses are more practically oriented towards the curriculum.

St. Patrick’s College, Dublin, also provides a one-year certificate course of initial training for university graduates.
(2.2) Post-primary teachers, with the exception of art teachers, some music teachers and teachers of certain vocational subjects such as woodwork and metalwork, are university graduates. Secondary school teachers, apart from the categories above, are also required to complete a one-year postgraduate university course, leading to the award of the Higher Diploma in Education (H.Dip.Ed.). The course includes educational theory, methods courses in the student’s degree subjects, and teaching practice. Before taking up appointment, a qualified secondary teacher must pass the oral Irish examination of the Department of Education.

Teachers in vocational education are not required to complete the H.Dip.Ed. course. However, they must pass written and oral Irish examinations before taking up a full-time appointment.

(3) Provision

The principal forms of inservice education provision are the one-week course of lectures in the summer vacation and the regular evening meetings of local subject associations or teachers’ groups in the teachers’ centres.

(3.1) The Department of Education

The Department of Education is involved in the provision of inservice education and training at various levels. Firstly, at the administrative level, the Department approves courses organised by other agencies, for personal leave (in the case of primary teachers) or for the payment of travel and subsistence allowances (in the case of post-primary teachers). Approval is granted upon submission of details of the course programme, the lecturers and their qualifications, etc. However, the Department does not operate any follow-up procedure to ensure that the stated programmes are carried out. A circular, listing the approved courses, is sent out to schools by the Primary and Post-Primary Branches of the Department.

The Department’s inspectorate are involved in the provision of various types of courses:

Summer courses: In 1979, fifteen one-week courses for primary teachers were mounted at thirteen venues. The courses were in English, mathematics, music, physical education and courses for teachers of mildly mentally handicapped children, for teachers of travelling people, and in Irish for foreign-trained teachers. Twenty-two courses of varying lengths were planned for post-primary teachers (but did not take place because of the communications difficulties resulting from the postal dispute). This provision included five four-week courses which prepared teachers for examinations (Ceard-Teastas Gaeilge, Teastas i dTeagasc na Gaeilge, and the Teaching Diploma in Shorthand and Typewriting (3)), a one-week
course in educational management for principals, vice-principals and "A" post holders, and twelve courses of varying lengths (but mainly two days) for teachers of pre-employment courses.

In addition to these courses, individual inspectors may also be invited to contribute to courses organised by other agencies.

Courses during the year: The inspectorate organises evening courses on reading, mathematics and environmental studies for primary teachers. They have also recently begun to organise occasional one-day curriculum lecture/workshops. So far, these have been devoted to the teaching of Irish in Senior and Middle classes at primary level. The course was held during school hours, and although the teachers involved received no travelling expenses, they received a meal at the Department's expense.

The inspectorate also supervises the training of primary remedial teachers at four centres: Dublin (St. Patrick's College of Education and the Child Guidance Clinic in Rathgar), Cork and Limerick. The course operates on Saturdays throughout the year from October to May — though in St. Patrick's occasional school days are also used. Only teachers already involved in remedial work are eligible for this course. Teachers receive personal leave to a maximum of four days for attendance at this course.

A recent innovation in special education in Dublin concerns teachers of special classes in ordinary primary schools who have not yet attended the special diploma course in St. Patrick's. On one day each week, they are released from class teaching to attend an orientation session in Carysfort College of Education, organised by the inspectorate.

At post-primary level, the inspectorate planned to organise seven courses at various venues (normally comprising two days of seminars) in the school year 1979-80. The subjects to be covered were English, Economics and Geography.

A special liaison committee has recently been established between the specialised inspectorate and the Physical Education department in Thomond College of Education, with the aim of adapting the initial and in-service training of physical education teachers to the real needs of the schools.

The Department's Psychological Service has been involved in training remedial teachers for post-primary education since 1971. The teachers receive this training over a period of one year. For two four-week periods, in September and in Nov./Oct., teachers attend lectures, workshops, etc. The rest of the year is spent in practical training in their own school under the supervision of a psychologist. Successful completion of the course is officially recognised by the Department on the basis of continuous monitoring during the first stage, a written paper (usually a case study) and the report of the supervising psychologist.
The Teachers’ Union of Ireland decided at its last congress (1979) to boycott all inservice courses approved by the Department in protest at the inadequate travel and subsistence for the remedial course. The existing subsistence allowance for this course was £5 per day as against £3 per day for all other approved courses. However, the TUI congress considered that because the course was arranged in two four-week blocks severe financial hardship would ensue for teachers who had to live away from home during this period.

The Psychological Service also organises seminars on request from schools experiencing problems of an academic, behavioural or vocational nature. However, the availability of this type of service is conditional upon the existing deployment of psychologists.

(3.2) The universities and colleges of education

The principal form of university and college of education provision is the one-year full-time course. A small number of teachers – both at primary and post-primary levels – are authorised by the Department to take a sabbatical year in order to follow certain university courses leading to higher degrees (e.g. M.Ed., M.Litt., M.A., etc.). However, this often involves severe hardship for the teachers concerned, since they are responsible for the employment of substitute teachers to cover their absence from school.

Two specialised diploma courses are available to a limited number of teachers: the Diploma in Special Education course for teachers of children with mild and moderate mental handicap, physical handicap and emotional disturbance, organised since 1961 by St. Patrick’s College of Education; and the Diploma for Teachers of the Deaf, based in University College, Dublin. Both courses are full-time and available only to teachers already involved and experienced in either of these areas. Course fees and substitutes’ salaries are paid by the Department. Allowances towards subsistence and travel are also paid – although the adequacy of these allowances has often been questioned.

Thirty post-primary guidance counsellors undergo full-time training every year, retaining their salary and post. The course is held in University College, Dublin. Until 1977, the annual intake was sixty – the Mater Dei Institute offering places to a further thirty. It has been estimated that 700 guidance counsellors are required and that there are approximately 400 at the moment. The one-year training course is reinforced by residential summer courses, lasting a week or a fortnight, in small groups.

The universities also offer part-time degree courses. In the case of primary teachers graduating from Trinity College, a one-year part-time course is available to enable them to “convert” their three-year B.Ed. (Ordinary) degrees into B.Ed. (Honours) degrees. During the initial years of operation, qualified teachers with B.A. (Ordinary)
degrees from Trinity and the NUI were admitted to this fourth year. However, as more of the college’s B.Ed. graduates have elected to take the course, the number of places available to non-B.Ed. graduates has been reduced. Primary teachers have also been admitted to H.Dip.Ed. courses — thus increasing their potential mobility within the teaching profession. However, since the B.Ed. degree is now available to primary teachers, it is expected that the proportion of admissions to these courses will decline.

The NUI colleges offer an MA. (in Education) by minor thesis and course-work lasting one year, outside school hours.

The colleges of education organise one-week summer courses for primary teachers from time-to-time. In 1979, for example, seven courses were organised by four colleges of education, covering physical education, arts and crafts, music, catechetics and learning disability.

The Department of Extra-Mural Studies in UCD offers a course in remedial linguistics for teachers of children with impaired hearing.

(3.3) Teachers’ centres

The twenty-one teachers’ centres, which are financed by the Department of Education, and administered by a director (four of whom are full-time) under the supervision of an elected committee of teachers, play a major role in the provision of inservice education in the Republic of Ireland, such as it is.

An official leaflet lists the services provided by the centres as follows:

- a good conference service — debates on educational subjects of professional interest;
- short training schemes, conducted by experts, on the handling of equipment or initiation into new techniques (including organisation);
- weekends;
- summer training schemes;
- a library/resources centre with audio-visual and reproduction equipment;
- a meeting place for the exchange of ideas and mutual assistance.

The extent to which these services operate varied considerably from centre to centre. All centres organise lectures, workshops, etc., throughout the year and provide facilities for other groups to organise their events in the evenings and at weekends. Some of the centres organise curriculum days (or more usually half-days) at the discretion of the inspectorate. The staffs of a number of schools in an area meet together in one school for lectures/workshops under the supervision of centre personnel. In some cases the operation takes place in response to demand from schools in an area, while in others the
centre initiates the process by asking school staffs if they would be interested in a programme already prepared by the centre. Some centres have also begun to organise induction courses to assist probationary teachers.

Some centres organise summer courses (usually one week in length), while others merely act as venues for courses organised by other bodies, e.g. the Department of Education, the INTO, etc.

Generally the level of activity of a given centre is directly related to its financial allocation from the Department of Education. Finance appears to be the major preoccupation of all teachers’ centres. The present allocations to the twenty-one teachers’ centres are outlined in Table 1.

Table 1: Allocations to Teachers’ Centres from Department of Education, 1979-80

<table>
<thead>
<tr>
<th>Centre</th>
<th>Amount (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlone</td>
<td>3,000</td>
</tr>
<tr>
<td>Bandon</td>
<td>2,000</td>
</tr>
<tr>
<td>Blackrock</td>
<td>6,000</td>
</tr>
<tr>
<td>Carraroe</td>
<td>1,000</td>
</tr>
<tr>
<td>Carrick-on-Shannon</td>
<td>3,500</td>
</tr>
<tr>
<td>Cavan</td>
<td>3,250</td>
</tr>
<tr>
<td>Cork</td>
<td>5,000</td>
</tr>
<tr>
<td>Drumcondra</td>
<td>6,000</td>
</tr>
<tr>
<td>Dundalk</td>
<td>3,000</td>
</tr>
<tr>
<td>Ennis</td>
<td>2,250</td>
</tr>
<tr>
<td>Galway</td>
<td>2,000</td>
</tr>
<tr>
<td>Gortahork</td>
<td>2,500</td>
</tr>
<tr>
<td>Kilkenny</td>
<td>1,500</td>
</tr>
<tr>
<td>Limerick</td>
<td>5,000</td>
</tr>
<tr>
<td>Monaghan (Note)</td>
<td>6,000</td>
</tr>
<tr>
<td>Navan</td>
<td>3,000</td>
</tr>
<tr>
<td>Sligo</td>
<td>3,250</td>
</tr>
<tr>
<td>Tarbert</td>
<td>1,500</td>
</tr>
<tr>
<td>Tuam</td>
<td>2,500</td>
</tr>
<tr>
<td>Waterford</td>
<td>3,000</td>
</tr>
<tr>
<td>Wexford</td>
<td>3,000</td>
</tr>
</tbody>
</table>

*The Monaghan Centre was only established during the current year, 1979-80. This allocation, therefore, also includes an allowance for the initial equipping of the centre.

Four centres (Blackrock, Cork, Drumcondra and Limerick) have full-time directors. They are serving teachers who are seconded for a period of three to five years to work full-time in the centre. Thus, they continue to receive their basic salary and degree allowances but receive an additional allowance of £2,250, the equivalent of a principal of a 1,100 to 1,299 points-rated school. These four centres are also authorised to employ a clerk-typist on an incremental salary scale of £2,300 x £75 = £3,300, financed separately by the Department.

The remaining seventeen centres are administered by part-time directors: serving teachers who in addition to their ordinary school duties also take responsibility for the running of their centres. The part-time directors receive an additional salary allowance: two of them (Bandon and Carraroe) receive £275; three (Athlone, Carrick-on-Shannon and Sligo) receive £385; the rest of the part-time directors receive an allowance of £385.
(3.4) The Irish National Teachers' Organisation

The INTO, through its local branches, has been the major provider of Summer inservice courses for primary teachers. Courses organised by the INTO have been attended by approximately 60% of the total number of Summer course participants. In 1979, fifteen one-week courses (usually incorporating two or more subjects) were organised at fifteen venues throughout the country.

The 1979 congress of the Organisation decided that, in order to press home its demand for the provision of inservice courses during school time by the Department of Education, it would instruct branches to cease organising vacation courses. Therefore, the future provision of Summer courses by the INTO is very much in doubt.

(3.5) The subject associations

The various subject associations organise courses for their members — both national and local. At national level, the associations organise one-week courses during the Summer and weekend courses during term-time. At local level, the subject associations organise regular workshops and lectures in their specialisations, often using the facilities of the local teachers’ centres for their meetings.

(3.6) INSET at a distance

(3.6.1) Radio Telefís Éireann

RTÉ’s contribution to INSET has been essentially indirect. This contribution is to be seen in terms of the incidental INSET side-effects of their schools broadcasting rather than programmes intended for teachers. The manner of this process is outlined in the quotation from Hayter in the report on INSET in England and Wales.

The evolution of educational broadcasting in Ireland has a relatively short but nevertheless chequered history. For reasons of cost-effectiveness, which have been exacerbated by the economic recession, schools broadcasting has been chiefly aimed at second-level rather than primary schools.

In an average week of the three schools broadcasting terms, RTÉ transmits 17 radio and 18 television programmes to schools throughout Ireland. The Education Department in RTÉ estimates that one or more of these broadcasts is used in 75% of schools.

In Autumn, 1979, RTÉ introduced a new weekly radio information service for teachers, which could be considered to be of an inservice educational nature.

The immediate prospects of expansion — either of existing schools broadcasting or into the new area of INSET broadcasting — are slim. The Education Department in RTÉ is not sufficiently funded at the present time to increase its output — particularly in the area of television where its programming relies entirely on repeating old material.
In the medium term, the prospects are brighter. Firstly, the outgoing RTÉ Authority at its last meeting accepted in principle a report from a committee of inquiry (not yet officially published but leaked to the press in 1979) on educational broadcasting. Among its many recommendations, the report urged that educational broadcasting receive 5% of RTÉ's budget. The committee also advocated the establishment of two advisory committees — one to deal with schools broadcasting (which will probably include representatives of...
the teacher unions, the inspectorate and RTÉ) and one to deal with adult education.

Secondly, the widescale introduction of video-tape technology into television productions will reduce production costs and make production facilities far more accessible to the “non-specialist”.

Another development deserving of consideration is the government’s intention to break the broadcasting monopoly of RTÉ, by licensing independent commercial local radio (and even television) stations. This may result in a reduction in advertising revenue for RTÉ. Since educational broadcasting in RTÉ is not treated as a top priority by the programme controllers, it is likely that this area would suffer from any reduction in RTÉ revenue. This outcome could be offset to some extent if the government were to include a clause in the forthcoming Bill which would require a specified proportion of local radio programmes to be of an educational nature.

(3.6.2) The Open University — see England and Wales (4.5.2)

Although the facilities of the Open University are not officially available to residents of the Republic of Ireland, it is known that a significant number of people in this country, who can receive the television and radio broadcasts of the OU, also receive the correspondence course materials by arranging for post to be forwarded from a British address. The number of teachers who engage in this practice is not known.

(3.6.3) The BBC and IBA

In the same way that teachers receive an indirect form of inservice education by using RTÉ schools broadcasting, they also receive similar benefits from the schools broadcasting services of the BBC and IBA.

(3.7) School-based INSET

General provision for school-based INSET is non-existent. However, the Department of Education has facilitated a form of school-based INSET by declaring one day as a “National Curriculum Day”. The last such day occurred in 1976, when staff were excused teaching duties for a day in order to discuss and compile a critical report on the primary curriculum and its operation.

(3.8) Other providers

A wide variety of organisations, groups and individuals are also involved in the provision of inservice education. The greater part of this provision takes place during the Summer vacation. Among the many agencies involved, perhaps the most significant are:

The Irish Countrywomen’s Association, which organises twenty-
five one-week summer courses for primary teachers, covering arts, crafts, music and literature.

The Computer Education Society of Ireland organises a one-week Summer course and lectures/seminars during term-time on the use of computers for post-primary teachers.

The Goethe Institute organises a three-week intensive language course and a two-week teacher-training course for post-primary teachers during the Summer vacation. The Institute also runs occasional one-day seminars during term-time.

(4) Induction

No general provision is made by the Department of Education for the induction of probationary teachers into the profession. There are no special arrangements for reduced teaching loads for probationers. However, in the school year 1979-80 a local induction course was instituted by the Drumcondra Teachers’ Centre.

The Drumcondra course aims to “aid teachers to enjoy a beneficial and trouble-free probationary period by providing a structured induction into teaching for new entrants to the profession”. The basic structure of the course involves the assignment of about 70 probationary primary teachers to 4 experienced teachers (all principals, in fact) who will act as teacher consultants — providing professional guidance and support. Each group determines the content of its own course in response to the needs and/or problems of its members. The groups will meet in four day-long sessions for which the participants will be released from their normal school duties with the approval of the Department. Two of these release days are planned for the Autumn term and one each for the Spring and Summer terms. A number of afternoon/evening meetings and lectures will also take place each term, as demanded by the groups. Aside from the centre personnel and group leaders, it is also planned to involve inspectors, college of education staff, other experienced teachers and teacher union representatives.

The Wexford Teachers’ Centre has been involved in the organisation of meetings for probationers for the past three years. The meetings, held on two evenings per term, were conducted by the local inspector and aimed to brief probationary teachers on how the inspector would conduct the general inspections, how they should organise their teaching notes, etc.

(5) Participation Rates

Unfortunately, no overall figures are available for teacher participation in inservice education. However, the following are the
Department of Education's estimates for attendances at Summer courses:

**Primary:** Approximately 7,250 teachers attended Summer courses in 1979. Of these, 1,200 teachers attended courses organised by the Department of Education, while 3,600 participated in INTO courses.

**Post-primary:** Although the 1979 Summer programme was cancelled, the Department expected on the basis of previous years an approximate total of 2,500 post-primary teachers to attend Summer courses.

(6) Expenditure

Unfortunately, government accounting procedures do not allow a comprehensive review of government expenditure on inservice education. The "Estimates for Public Services" contain three headings which could be construed as being related to inservice education; they are: "Special Courses for Teachers" (Primary Education A.3), "Courses for Secondary Teachers" (Secondary Education B), and "Inservice Training of Teachers" (Vocational Education B.4).

Although consideration of these three categories of estimates gives an incomplete picture of the scale of government expenditure on inservice education, some indication of the trend of government spending is possible.

<table>
<thead>
<tr>
<th></th>
<th>Special Courses for Teachers</th>
<th>Courses for Secondary Teachers</th>
<th>Inservice training of Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976.......</td>
<td>£80,000</td>
<td>£80,000</td>
<td>£13,000</td>
<td>£173,000</td>
</tr>
<tr>
<td>1977.......</td>
<td>£45,000</td>
<td>£45,000</td>
<td>£13,000</td>
<td>£103,000</td>
</tr>
<tr>
<td>1978.......</td>
<td>£70,000</td>
<td>£48,000</td>
<td>£14,500</td>
<td>£132,500</td>
</tr>
<tr>
<td>1979.......</td>
<td>£85,000</td>
<td>£51,000</td>
<td>£15,000</td>
<td>£151,000</td>
</tr>
</tbody>
</table>

The Table demonstrates that since 1976 there has been a cut-back in the allocation in each category, bearing in mind that the inflation rate over the period 1976-79 was 39.906%. Simply to keep pace with inflation, the 1979 figures should have been £119,245 in each of the first two categories, £18,188 in the third category, and £256,678 in the total column. Thus, overall, the government's allocation to these three categories has been reduced to 58.83% of its 1976 level in real terms.
## COURSES FOR NATIONAL TEACHERS, 1979

*Organised by the Department of Education*

<table>
<thead>
<tr>
<th>Location</th>
<th>Subject/Program</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballina</td>
<td>Music</td>
<td>One week</td>
</tr>
<tr>
<td>Blackrock</td>
<td>Course in Irish for Foreign-trained Teachers</td>
<td>One week</td>
</tr>
<tr>
<td></td>
<td>Educational Drama (2)</td>
<td>One week</td>
</tr>
<tr>
<td>Cavan</td>
<td>English</td>
<td>One week</td>
</tr>
<tr>
<td>Cork</td>
<td>English</td>
<td>One week</td>
</tr>
<tr>
<td>Donegal</td>
<td>Physical Education</td>
<td>One week</td>
</tr>
<tr>
<td>Enniscorthy</td>
<td>Mathematics</td>
<td>One week</td>
</tr>
<tr>
<td>Galway</td>
<td>Social and Environmental Studies</td>
<td>One week</td>
</tr>
<tr>
<td>Kilkenny</td>
<td>Course for Teachers of Mildly Mentally Handicapped</td>
<td>One week</td>
</tr>
<tr>
<td>Killarney</td>
<td>Physical education</td>
<td>One week</td>
</tr>
<tr>
<td>Mallow</td>
<td>Music</td>
<td>One week</td>
</tr>
<tr>
<td>Monaghan</td>
<td>Mathematics</td>
<td>One week</td>
</tr>
<tr>
<td>Monkstown</td>
<td>Course for Teachers in Special Classes for Travelling People</td>
<td>One week</td>
</tr>
<tr>
<td>Sligo</td>
<td>Course for Teachers of Mildly Mentally Handicapped</td>
<td>One week</td>
</tr>
</tbody>
</table>

*Organised by the Teachers Centres*

<table>
<thead>
<tr>
<th>Location</th>
<th>Subject/Program</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackrock</td>
<td>Principals’ Course</td>
<td>Two weeks</td>
</tr>
<tr>
<td></td>
<td>Arts and Crafts</td>
<td>One week</td>
</tr>
<tr>
<td>Cork</td>
<td>Audio-Visual Aids</td>
<td>One week</td>
</tr>
<tr>
<td>Drumcondra</td>
<td>Music in Junior Classes (2)</td>
<td>One week</td>
</tr>
<tr>
<td>Ennis</td>
<td>Environmental Studies</td>
<td>One week</td>
</tr>
<tr>
<td>Gort a’ Choice</td>
<td>Audio-Visual Aids</td>
<td>One week</td>
</tr>
<tr>
<td>Limerick</td>
<td>Music</td>
<td>One week</td>
</tr>
<tr>
<td>Tuam</td>
<td>see INTO below</td>
<td>One week</td>
</tr>
<tr>
<td>Wexford</td>
<td>Audio-Visual Aids</td>
<td>One week</td>
</tr>
</tbody>
</table>

*Organised by the INTO*

<table>
<thead>
<tr>
<th>Location</th>
<th>Subject/Program</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlow</td>
<td>Varied</td>
<td>One week</td>
</tr>
</tbody>
</table>

158
Drogheda:  
- Local History ............................... One week

Dublin City (S):  
- Educational Drama, Education and the Environment .......... One week

Dundalk:  
- Varied ........................................ One week

Edenderry:  
- Varied (Arts and Crafts, Environmental Studies) ............. One week

Letterkenny:  
- Child Drama .................................. One week

Listowel:  
- Varied ........................................ One week

Mitchelstown:  
- Religion and Physical Education ................................. One week

Mullingar:  
- Varied ........................................ One week

Roscrea:  
- Environmental Studies ............................................ One week

Skibbereen:  
- Varied ........................................ One week

Sneem:  
- Varied (Mathematics and Physical Education) ............... One week

Tuam:  
- Teaching Methods for Juniors and Languages in Senior Classes One week

Waterford:  
- Varied ........................................ One week

Wexford:  
- English ........................................ One week

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**Organised by the Colleges of Education**

Church of Ireland C.E.:  
- Physical Education ........................................ One week

Froebel C.E.:  
- Arts and Crafts ........................................ One week

St. Mary's, Marino:  
- Catechetics .......................................... One week

Thomond C.E.:  
- Learning Disability ..................................... One week
- Music .................................................. One week
- Physical Education (2) .................................... One week

---

**Organised by Other Bodies**

Comhaltas Náisiúnta Drámaiochta:  
- Drama ............................................. One week

Cumann Chorcaigh:  
- Mus. Environmental Studies and Irish ...................... One week

Federation of Irish Beekeepers:  
- Beekeeping ......................................... One week

G.A.A.:  
- Gaelic Football and Hurling ................................... One week

Handball Council:  
- Handball ............................................ One week

159
Institute of Religious Education:
- Education in Worship .............................................................. One week
- Parables of Jesus ................................................................. One week
Irish Church Music Society:
- Irish Church Music ............................................................... One week
Irish Countrywomen's Association:
- 25 Courses covering Arts, Crafts, Music and Literature ... One week each
Irish Wildbird Conservancy:
- Ornithology ........................................................................ One week

<table>
<thead>
<tr>
<th>Other Courses</th>
</tr>
</thead>
</table>
| Birr (A. ÓhÓgáin):
  - Audio-Visual Aids ........................................................... One week |
| Cabra (Máiread Weymes):
  - Mini-Basketball ................................................................ One week |
| Castleknock (Rev. Seán Terry):
  - Music ........................................................................ Two weeks |
| Dublin (Olive Mulcahy):
  - Music (3) ....................................................................... One week |
| Dublin (P. Scanlan):
  - Music and Literary Creativity ........................................ One week |
| Dublin (Patrick Carroll):
  - Art (2) .......................................................................... One week |
| Dundalk (Patrick Carroll):
  - Art ................................................................................ One week |
| Dungarvan (Sr. Monica Devers):
  - Art ........................................................................ Two weeks |
| Glasnevin (Sr. Mary Monaghan):
  - School Library ................................................................. One week |
| Millstreet (Eibhlin Ní Chadhla):
  - Varied (Development of English and Irish) .................. One week |
| Navan (Sr. Mary Carmel):
  - Catechetics ................................................................ One week |
| Rinne (Pádraig Ó hIcíadhá):  
  - Daon-Scoil na Mumhan ................................................ Unspecified |
| Roscommon (Máire Bean Óg Chumhaill):
  - Environmental Studies ................................................ One week |
| Shankill (Joan Delaney):
  - Field Archaeology ........................................................ One week |

COURSES FOR POST-PRIMARY TEACHERS, 1979
Summer Courses

Organised by the Department

| Carraroe:  
  - Gaeilge (for Ceard Teastas) ........................................ Four weeks |
| Drumcondra:
  - Maths (for Inter Cert.) ...................................................... One week |
| Dublin:
  - Typewriting and Shorthand (Teachers' Diploma) ............ Four weeks |
| Dublin:
  - Geography (Group Cert.) ................................................. One week |
<table>
<thead>
<tr>
<th>Location</th>
<th>Course Details</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dublin</td>
<td>History</td>
<td>One week</td>
</tr>
<tr>
<td>Dundrum</td>
<td>Gaeilge (for T.T.G.)</td>
<td>Four weeks</td>
</tr>
<tr>
<td>Galway</td>
<td>Typewriting and Shorthand (Teachers' Diploma)</td>
<td>Four weeks</td>
</tr>
<tr>
<td>Limerick</td>
<td>Typewriting and Shorthand (Teachers' Diploma)</td>
<td>Four weeks</td>
</tr>
<tr>
<td>Limerick</td>
<td>Educational Management (for Principals, Vice-principals and “A” post-holders)</td>
<td>One week</td>
</tr>
<tr>
<td>Wexford</td>
<td>Geography</td>
<td>Three days</td>
</tr>
</tbody>
</table>

**Pre-Employment Courses**

<table>
<thead>
<tr>
<th>Location</th>
<th>Course Details</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cork</td>
<td>Basic Horticulture</td>
<td>Two days</td>
</tr>
<tr>
<td>Cork</td>
<td>Field Biology</td>
<td>Three weeks</td>
</tr>
<tr>
<td>Dublin</td>
<td>Basic Construction Skills</td>
<td>Two days</td>
</tr>
<tr>
<td>Dublin</td>
<td>Communications</td>
<td>Two days</td>
</tr>
<tr>
<td>Dublin</td>
<td>General Assembly: Light Engineering</td>
<td>Two days</td>
</tr>
<tr>
<td>Dublin</td>
<td>Industrial and Social Studies</td>
<td>Two days</td>
</tr>
<tr>
<td>Dublin</td>
<td>Salespersonship</td>
<td>3 x ½ days</td>
</tr>
<tr>
<td>Dublin</td>
<td>Social Mathematics</td>
<td>Two days</td>
</tr>
<tr>
<td>Dublin</td>
<td>Storekeeping/Stocktaking</td>
<td>3 x ½ days</td>
</tr>
<tr>
<td>Venue unspecified</td>
<td>Building Construction</td>
<td>Unspecified</td>
</tr>
<tr>
<td>Venue unspecified</td>
<td>Technical Drawing</td>
<td>Two weeks</td>
</tr>
<tr>
<td>Venue unspecified</td>
<td>Woodwork and Building Construction</td>
<td>One week</td>
</tr>
</tbody>
</table>

**Organised by Other Bodies**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Course Details</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association of Classics Teachers</td>
<td>Classics (Donybrook, Dublin)</td>
<td>One week</td>
</tr>
<tr>
<td>Association of Teachers of English</td>
<td>English (UCD)</td>
<td>One week</td>
</tr>
<tr>
<td>Computer Education Society of Ireland</td>
<td>Computers (NIHE, Limerick)</td>
<td>One week</td>
</tr>
<tr>
<td>Goethe Institute</td>
<td>Intensive Language Course</td>
<td>Three weeks</td>
</tr>
<tr>
<td>Goethe Institute</td>
<td>Teacher Training Course</td>
<td>Two weeks</td>
</tr>
<tr>
<td>Irish Mathematics Teachers' Association</td>
<td>Unspecified</td>
<td></td>
</tr>
</tbody>
</table>
Irish Science Teachers’ Association:
Unspecified

Italian Cultural Institute:
Summer Course in Italy (for three teachers).........................Three weeks

Courses During the Year

Organised by the Department

Drumcondra T.C.:
Geography.................................................................Two days (Sept.)

Dublin, Galway and Cork;
Economics............................................................Saturday seminars (Oct. and Nov.)

Tralee:
Geography.................................................................Two days (&ct.)

Tuam T.C.:
Geography.................................................................Two days (Feb. 1980)

Venues unspecified:
English.................................................................4 x 1 day courses in Autumn term

Organised by Other Bodies

Association of Classical Teachers:
Classics.................................................................Two weekend courses in Autumn term

Computer Education Society of Ireland:
Computers.................................................................Unspecified

An Foras Forbatha:
Civics at Cobh...........................................................2 x 1 day (Sep. and Nov.)

Goethe Institute:
German........................................................................1 day seminar (May)

Irish Mathematics Teachers’ Association:
Mathematics.................................................................Unspecified at various venues

Irish Science Teachers’ Association:
Science.................................................................Unspecified short courses
Chapter 13

Proposals for the Development of a Comprehensive Programme of INSET for Teachers in the Republic of Ireland

(1) Preamble

The increased rate of expansion in knowledge in recent decades has meant that the traditional view of the educational process as being the authoritative transmission of an essentially fixed body of data from one generation to the next is no longer tenable. Furthermore, with the increasing utilisation of micro-technology, this rate of expansion will accelerate. Therefore, the function of the teacher has been gradually transformed in theory, if not fully in practice, from the traditional model above to the new role of organising the process of learning, i.e. teaching children how to learn rather than what to learn. This new function requires a far greater attention to the social and psychological needs of the individual child — confronting the teacher with increasingly diverse and changing educational situations.

This new definition of the educational process calls for a new approach to the education and training of teachers. It is no longer possible to consider that a period of initial training lasting one, three or four years will be sufficient to equip the teacher with the solutions.
to all the problems he or she is likely to meet in the course of a career lasting forty years or more. Teachers' education is, therefore, a continuing process. If teachers are to come to terms with new developments relating to their profession, they must be afforded opportunities to deepen the knowledge, understanding and skill acquired in initial training and subsequent practical experience, and to examine in greater depth educational topics which only receive a light treatment in the period of initial training. Provision must also be made for teachers to re-appraise organisation and methods, resources and materials in response to curriculum reform; to analyse the implications of educational research for their own situation and to conduct research themselves; to examine specific areas of the curriculum in order to augment their professional competence; to engage in further training in specialised areas, e.g. guidance and counselling, special education, etc.; and to study educational management and organisation to cope with problems arising for teachers in positions of responsibility. In view of the very considerable disparity between the existing provision outlined in Chapter 12 and the wide range of needs indicated here, the Committee is convinced that there must be a vast increase in both the quality, quantity and range of inservice education.

The Committee notes that the Department of Education in its submission to a Council of Europe survey in 1975 outlined the philosophy and objectives of inservice education in this country in the following terms:

"The continued training of teachers is regarded as essential to the maintenance and development of their professional competence. The objectives are:
(i) to keep teachers abreast of the knowledge expansion in their particular areas;
(ii) to acquaint them with modern developments in methodology and the efficient use of audio-visual aids and techniques;
(iii) to encourage attitudes receptive to, but critically evaluatory of innovation and experimentation;
(iv) to encourage interdisciplinary approaches and co-operation;
(v) to improve their capacity to assess their own work and that of their pupils;
(vi) to encourage constant assessment by them of the role of the teacher and the school in society with particular reference to home-school relationships;
(vii) to enable them to acquire further qualifications in their field, and where necessary, to acquire qualifications in other disciplines."

The Education Committee, therefore, calls upon the Department
of Education to give substance to this expression of policy by providing a financial commitment to inservice education in proportion to its declared importance. The following recommendations would, in the view of the committee, provide the basis for the establishment of a comprehensive and integrated network of inservice education opportunities for teachers. It should be remembered that almost all of the recommendations are inter-related: these measures have been conceived as an integrated programme and should, therefore, be implemented as such.

(2) Co-ordination

The absence of effective co-ordinating or policy-making machinery indicates the present low level of commitment to inservice education on the part of the Department of Education. The Education Committee recommends the establishment of such machinery in the following terms.

(2.1) National Committee on Inservice Education for Teachers

(2.1.1) Role

The function of this committee should be to:

(i) determine priorities and co-ordinate all available resources to meet these needs; and

(ii) concern itself with both the short and long-term planning of inservice education and establish an infrastructure which will be sufficiently comprehensive to meet the requirements of all types of teachers in relation to their school situation and sufficiently flexible to adapt itself to the ever-changing needs of teachers and of schools.

(2.1.2) Composition

The national committee should include representatives of teacher-training agencies, the Department of Education, management and the teachers' organisations. The majority of the members of the committee should be representatives of teacher's organisations.

(2.1.3) General

The committee should have a statutory basis with the power to direct that courses be provided.

The committee would be similar to committees established in England and Wales, Scotland and Northern Ireland. It would also be similar to the advisory committee on inservice education proposed in the report to the Minister for Education of the Planning Committee on the Establishment of An Chomhairle Mhuintheoireachta.

This special committee should be integrated into An Chomhairle
Mhúinteoiréachta when it is established. However, its creation should not be postponed until the establishment of An Chomhairle.

(2.2) Local Committees

(2.2.1) Role

These committees should co-ordinate the provision of courses at local level. They would act as a link between the national committee and local providers and advise the national committee on local priorities and needs. The local committee would also be responsible for the implementation of the policies of the national committee at local level.

(2.2.2) Composition

The structure and composition of the local committee should reflect the structure and composition of the national committee. It should be composed of representatives of local teachers and management, local third-level institutions and local Department of Education representatives.

(2.2.3) General

The committee could be based in the local teachers' centre which provides the most appropriate local venue in which the committee could meet. The teachers' centres already act as major providers of inservice education and should have an even more important role in a future comprehensive scheme.

The centres already draw together most of the interests which would be represented on these committees and the establishment of the committees would, in many respects, merely represent a formalisation of a relationship which already exists.

If the local committee were to be based in teachers' centres it would be necessary to improve the present distribution of centres — as outlined in (5.3) below.

(3) Entitlement

The Education Committee considers that the present ad hoc arrangements relating to teachers' entitlement to inservice education is far from satisfactory. In many schools, inservice education has been seen as an inconvenient interruption to the normal running of the establishment rather than as a necessary and intrinsic part of the teacher's professional role. The Ed. Co. feels that the entitlement of teachers to inservice education should be clearly defined in legislation. It considers that the recommendations below constitute a basic minimum for such an entitlement.
(3.1) General entitlement

(3.1.1) All teachers should be entitled to a legally-agreed minimum period of inservice education. In Britain, the James Report (1972) recommended that initially each teacher should be entitled to the equivalent of one term of inservice education in every seven years of his/her career, and that eventually this entitlement should be increased to one term in five years. In France, teachers are legally entitled to the equivalent of one year’s inservice education in the course of their teaching career, while in Italy the teacher’s right to inservice education is enshrined in law — although no minimum period is specified.

(3.1.2) The Ed. Co. recommends that all teachers should be legally entitled to the equivalent of one term of inservice education in five years (excluding the induction year) as a minimum. This entitlement should be fulfilled in accordance with the needs of the individual teacher and/or his/her school.

(3.2) Induction

It has been internationally recognised that there is a need for a process by which a newly-qualified teacher can be supported and encouraged in the acceptance of professional responsibilities and in the development of practical teaching proficiency, upon entry to the profession. Side by side with the need for this broader process is the necessity for a well-considered mechanism by which a new member of staff can be introduced to the formal and informal organisation, the patterns of relationships, the goals, standards, customs, mores and traditions of a particular school. It is part of the continuing process of teacher education which begins in the teacher-training institutions and continues throughout the teacher’s working life. It may well be the most important part of that process in that it marks the practical application of the professional studies element of initial training.

The critical nature of the probationary period within the overall framework of the continuous education of teachers is concisely expressed in an OECD document on “Inservice Education and Training of Teachers in the Countries of the European Communities”, published in November 1976.

“(The probationary year . . .) is the last phase of initial training (which justifies the reduction in official duty hours, the courses offered and the help of tutors from the training institution; also full qualification is not obtained until it is completed), but it is also the first phase of INSET, with the trainee performing his/her functions effectively and benefiting from the advice of a tutor inside the establishment.”
The Ed. Co. recognises that the major part of the content of an effective induction programme must be of a practical nature. The survey, sponsored by the Department of Education and Science in London and conducted by the Bristol University School Education Research Unit in 1966-69, attempted to identify the personal and professional problems of first year teachers. The survey concluded that:

"All our evidence suggests both that the overwhelming concern of most probationers is with the practicalities of their own teaching situation and that practical relevance is the principal yardstick by which they will judge an induction programme. It is therefore recommended that the broad aim of the programme should be to offer practical and individual help to probationers and that the main focus should be upon the problems and the opportunities facing them in their own schools and classrooms."

The general finding (see also Appendix A) is largely supported by the informal evidence of the few induction programmes which have been mounted in this country to date.

(3.2.1) The Education Committee therefore recommends that:
(a) A formal structured induction programme should replace the current two-year probationary period. Such an intensive programme should be organised for the first year after initial training when it would have maximum impact. The reduction of the probationary period would also bring the Republic of Ireland into line with current practice in most countries in Europe.
(b) Probationers should undertake a period of "familiarisation" duty before taking up appointment. Appointments should be made sufficiently early for the probationer to spend some time in the school getting to know its physical layout, meet the principal and staff, receive a copy of the timetable, meet the pupils in a classroom situation, and learn "how the school runs" (see also Appendix B).
(c) Probationers should have a lightened teaching timetable (three-quarters of the full load) to give them adequate opportunity for inservice education, consultation with the teacher-tutor, visits to other schools and observation of skilled practising teachers (see also Appendix C).
(d) A teacher-tutor, or teacher-tutors, in the ratio of one tutor to three or four probationers should be appointed within a school or group of schools to act as mentors for the probationers. In rural areas it might be more convenient for the functions of the teacher-tutor to be carried out by peripatetic educational advisers (5.2). The teacher-tutor should have a threefold responsibility, viz.:
(i) co-ordination of school support for probationers and liaison
with support services outside the school during the induction period;

(ii) guidance of serving colleagues in their choice and pursuit of inservice opportunities beyond the induction period including organisation of school-based inservice training and the dissemination of information about other inservice and curricular activities; and

(iii) co-operation with colleges and departments of education in the work of students on teaching practice (see also Appendix D).

The recommendations in pars. 3.1.3 and 3.1.4 presuppose the existence of a pool of supply teachers to allow the probationers’ workload to be reduced and to provide time for the teacher-tutors to consult with the probationers and carry out their other functions. Proposals for supply teachers are outlined in Section 4.

(3.3) Promotion-related inservice education

The existing provision of inservice education intended specifically for teachers holding positions of responsibility or about to take up such positions is totally inadequate. Specific provision should be made for teachers in positions of responsibility to enable them to:

(a) carry out the obligations and responsibilities imposed on them by promotion;

(b) meet their particular needs in relation to general developments in education;

(c) adapt to changing roles within the educational system, e.g. relationships with management boards, teachers, probationers and inservice training agencies, etc.; and

(d) avail of the opportunity to share experiences with one another.

Promotion-related inservice education should be such that it enhances the status and value of promotion (see also Appendix E).

(3.4) Inservice education for teachers in special education

The Department of Education’s rather narrow definition of the term “special education” means that existing inservice education for teachers in special education is restricted to teachers in a limited range of categories, as outlined in Chapter 12. Inservice education opportunities should be extended to a much wider range of teachers in special education. Initially, consideration should be given to the inclusion of additional elective elements in the diploma course provided in St Patrick’s College of Education in order to cater for a wider range of “minority groups” in special education.

In addition to the extension of the diploma course, teachers involved in special education should have the opportunity to avail of a well-constructed programme of inservice education dealing with their particular areas of special education throughout their careers.
Among the areas of special education in which current provision of inservice education is inadequate are the following: the education of the physically handicapped, of the emotionally disturbed, of itinerants, of Irish-speaking handicapped children, of "gifted" children, of refugees and immigrants and remedial education especially in subjects other than reading.

There is also a great need for inservice courses which would facilitate the development of an interdisciplinary approach to the needs of children in special education. Such courses should involve not only teachers, but also doctors, nurses, psychologists, child-care workers, therapists and others working with children in the various areas of special education.

While it is generally true that the successful implementation of inservice education programmes within a school requires the goodwill of the principal, it is particularly important that the principal of an ordinary school with remedial or other special education teachers on his/her staff should be made aware of the developments and changing needs in the field of special education. The Ed. Co., therefore, recommends that principals in this situation should also be catered for in the framework of inservice provision for special education. In many cases, this might take the form of a joint session involving principals and specialist teachers at the end of an inservice course for the teachers.

(4) Supply Teachers

The entitlement to inservice education outlined in the preceding chapter demands the establishment of a pool of supply teachers to replace teachers engaged in inservice education and induction.

In order to provide adequate cover for the release of teachers for inservice education on the scale envisaged in the preceding chapter, the size of this pool should be equivalent to 5% of the full-time teaching force.

Supply teachers should be organised on the basis of a defined geographical area for ease of administration. The teachers' centre catchment area might be the most appropriate organisational unit with the centre itself as the supply teachers' base. In larger urban areas with relatively dense teacher populations, it might be more efficient to locate supply teachers within base schools, provided that the base school would not monopolise the supply teachers' time.

All teachers in supply pools should be fully-qualified at the appropriate level (i.e. primary, secondary or vocational). It would be undesirable for newly-qualified teachers to enter a supply pool immediately on graduation, since this would pose serious difficulties for the induction of the probationer into the profession as well as...
being unfair to the teacher being replaced and to the children being taught.

In order to attract teachers of a satisfactory standard, an additional allowance should be paid to teachers within the supply system, and a career structure should be devised to give them promotional opportunities up to and including principalships, similar to those of their permanently based colleagues.

In satisfying conflicting demands upon supply pools, consideration should be given to establishing an acceptable order of precedence, e.g.

(i) inservice cover should take precedence over all other cover;
(ii) smaller schools should have priority over larger schools;
(iii) longer periods of absence (i.e. longer than two days) should take precedence over those of a single day or part of a day.

In no circumstances should the supply teacher be empowered to make his/her own arrangements to fill temporary vacancies; the allocation of supply teachers should be determined by an agreed administrative procedure supervised by the local committees.

(5) Provision

The existing provision of inservice education for teachers in the Republic of Ireland is totally inadequate, as outlined in Chapter 12. The Ed. Co. recommends a large-scale expansion in provision. Flexibility is an essential ingredient in the development of a comprehensive programme of inservice education. The Ed. Co. stresses that flexibility is not the same as improvisation; provision for inservice education should be well planned and co-ordinated. There should be a great diversity in the types of provision, e.g.

(a) extended full-time courses of one year or longer;
(b) extended full-time courses of one or more continuous terms;
(c) courses involving regular part-time release;
(d) courses of one to four weeks duration on full-time release;
(e) one or two-day courses and seminars on full-time release;
(f) full-time courses involving release for a day or part of a day at regular intervals over an extended period;
(g) one-day courses or extended courses conducted on a one day per week basis taking place partly during school hours and partly after school hours;
(h) weekend courses;
(i) evening courses;
(j) vacation courses.

The entitlement outlined in (3.2) would not be satisfied by activities conducted outside school hours (e.g. weekend, evening or vacation courses) unless equal time off in lieu of the time spent on inservice education were given.
The content of courses should be determined by reference to the needs of particular groups of teachers and schools. Some examples of these are listed in Appendix F.

In addition to formal course activities, provision should also be made for support services to assist teachers at the place of work. Proposals for these and the other official inservice providers are made in the following paragraphs.

(5.1) Schools
(5.1.1) An immeasurable and unique element in the continuing education of a teacher emanates from his/her day-to-day work and experience in the school. Because teachers in a school are likely to know each other's problems and to discuss them freely, inservice education within the school can meet their immediate needs effectively at close quarters. Staffs should, therefore, endeavour to undertake a growing level of responsibility for their own inservice education. Courses and workshops on specific problems, discussion on teaching practice schemes and induction programmes, and the study of curriculum development are among the many forms of inservice activity which might be successfully conducted in the school.

(5.1.2) The Ed. Co. recommends that additional resources should be made available to schools for developments of this kind. As well as increased financial provision, consideration should also be given to increasing the staff complement (either permanently or through the use of temporary supply teachers) and adjusting the school timetable in order to facilitate inservice activities within the school. The appointment of peripatetic educational advisers — see (5.2) — would also provide much needed external support and encouragement for school-based inservice education. These recommendations for inservice provision in the school should not be seen as in any way substituting for the work of teachers' centres, institutions of higher education and other agencies; school-based provision should be a complementary element in a planned and integrated network of inservice education.

(5.2) Peripatetic educational advisers
(5.2.1) The need for special support and conditions of work for probationary teachers has already been outlined. However, the need for on-the-spot advice and encouragement — particularly in relation to curriculum development and innovation — does not cease at the end of the probationary period. All teachers should be able to avail of an advisory service which can deal with problems in the school setting. The Department of Education has already recognised this need in principle by its attempt to broaden the role of the inspector to
include an advisory function (Department circular 12/76). However, recent Irish experience confirms the findings of most of our European colleagues in this regard, namely, that the often conflicting — rather than complementary — roles of assessor and adviser are not easily reconciled in the same office. These two roles could be clearly delineated with the creation of a body of educational advisers, whose function would be to assist and support — but not direct — the teacher in the classroom as required.

(5.2.2) Peripatetic educational advisers could be of the following basic categories:
(a) general advisers for primary education;
(b) advisers for specialist areas in the primary curriculum, e.g. music, art, etc.;
(c) specialist advisers for individual subjects at second level; and
(d) advisers for special education.
It is possible that role (b) might be fulfilled by advisers of category (c) in certain cases.
In certain circumstances (e.g. isolated rural areas), the educational adviser might assume the functions of the teacher-tutor — outlined in (3.1.4).

(5.2.3) The educational advisers could avail of the facilities and resources of the local teachers’ centre and could act as a personal link between local teachers and their centres.
In order to enjoy the confidence of teachers, it would be essential that these advisers would have substantial teaching experience in their respective area of expertise.

(5.3) Teachers’ centres
(5.3.1) The teachers’ centres were originally established to provide inservice education and continue to play a major role in the rather limited programme of inservice education currently available to teachers. The centres should occupy a strategic position in the infrastructure of inservice education by providing the facilities and resources necessary for the implementation of local inservice education programmes, including the activities of the local educational advisers.

(5.3.2) In order to fulfil this role, the facilities and resources of the centres should be of the range and standard necessary to cope with the demands of an extensive inservice programme. The nucleus of any all-purpose centre should include a study area, a workshop area, a resources library and common-room facilities. This should be considered a minimum and should be increased as the need arises. Teachers’ centres should enable teachers to avail of modern repro-
graphic equipment, an adequate range of suitable audio-visual equipment (including video-tape recording apparatus). Teachers’ centres should also provide a comprehensive library of educational publications.

Ireland
Distribution of Teachers’ Centre Catchment Areas (Radius: 25 Miles)

The map indicates that a minimum of nine new centres would be necessary to cover the country. These would be located in the following areas:

1. North-east Donegal
2. Mayo
3. South Kerry/West Cork
4. North Cork/South Limerick
5. South Tipperary/West Waterford
6. North Tipperary/Offaly
7. Laois/South Kildare
8. North Kildare/Meath/Westmeath
(5.3.3) To ensure the smooth running of the centres, more full-time directors should be appointed. The role of the director would include liaison with all other parties in the matter of structure and implementing inservice programmes, as well as the identification of and creative response to the inservice needs of teachers. The director would be assisted by the educational advisers in the task of mounting inservice courses. Provision should also be made for the secondment of extra staff from the local teaching force on a full- or part-time basis to assist the director in the provision of specific courses and activities. Such an arrangement would enable the centre to draw on the particular expertise of a local teacher while at the same time providing a valuable inservice experience for the teacher in question.

(5.3.4) In addition to the professional staff of the centre, all centres should be provided with full-time clerical and technical assistants. It is an unjustifiable use of the director’s time and talent to be engaged in typing letters or operating duplicating machines.

(5.3.5) The present geographical distribution of teachers’ centres is insufficient to meet local inservice education needs across the country. Some schools and teachers are far too distant from a centre to be able to utilise its facilities on a regular basis. Therefore, a comprehensive network of teachers’ centres will be necessary to ensure the implementation of an effective inservice programme along the line proposed in this report. The map above indicates the areas of the country which are not served by teachers’ centres at the moment — allowing for a catchment area of twenty-five miles radius for each centre. Merely to ensure that no teacher would have to make a round trip of more than fifty miles in order to visit a centre, a minimum of nine new centres would be necessary.

(5.3.6) As constituent parts of a comprehensive and integrated network of inservice education providers, teachers’ centres and local third-level institutions would be encouraged to co-operate on inservice projects of mutual interest. This association may lead to the development of specialist knowledge and skill within a certain centre (e.g. physical education at Limerick) in addition to its general resources.

(5.3.7) In view of the similar role of teachers’ centres in neighbouring educational regions (e.g. Northern Ireland, Wales, Lancashire), co-operation and reciprocal participation in courses organised by centres in these regions and centres in the Republic of Ireland is possible and should be encouraged.
(5.4) Institutions of higher education

The existing contribution of the various institutions of higher education (e.g. universities, colleges of education, NIHE, regional technical colleges, etc.) to in-service education has not been commensurate with the high level of expertise and resources possessed by these institutions. In particular, the institutions involved in the initial training of teachers do not contribute adequately to in-service education. The Ed. Co. believes that all the institutions of higher education, but especially the universities and colleges of education, should provide an important element in the comprehensive programme of in-service education proposed in this document.

(5.4.1) Universities and colleges of education

While the universities and colleges of education are involved in the initial training of teachers (through the B.Ed. degree course and specialist degree courses often followed by the Higher Diploma in Education course for second-level teachers), they have made little direct contribution to in-service education. It is to be noted, however, that some of the colleges of education are now examining their role in the provision of in-service education. The postgraduate degree courses offered by the universities (e.g. M.Ed., M.Litt., M.A., etc.) represent their major contribution, while the colleges of education provide short courses — usually lasting a week — on an irregular basis. Of course, both groups of institutions provide lecturers for in-service courses organised by other agencies — but this provision is usually arranged on an individual level rather than through the official channels of the institution.

(a) The existing level of in-service activity provided by these institutions should be widely expanded. The postgraduate degree courses offered by the universities should be made available to a larger number of teachers by increasing the number of places on the courses for teachers and by providing suitable financial arrangements to enable teachers to avail of the opportunity. The present situation where a teacher engaged in full-time study for a higher degree must pay the salary of a substitute is totally unacceptable. A teacher should not be forced to forego his/her earnings — and frequently to fall into debt — for the sake of improving his/her professional competence and usefulness to the education service. In particular, the present situation discriminates against the majority of teachers who do not have ready access to a university centre. Consideration should, therefore, also be given to providing postgraduate degree courses outside the university campus — perhaps using the expanded network of teachers’ centres as venues for these courses.

(b) Additional financial resources should also be made available to enable university education departments to mount substantial
inservice activities, utilising the particular talents of their staff. These activities might include special certificate or diploma courses in particular areas of educational expertise, e.g. remedial education, infant education, lower secondary education, educational psychology, etc., as well as non-certificate short courses.

(c) the colleges of education should also receive additional funding to enable them to make a significant and consistent contribution to inservice education. The colleges should provide various types of full- and part-time award-bearing courses, e.g. M.Ed., Inservice B.Ed. for non-graduate teachers, specialist and general diploma courses, in addition to short courses of lectures, workshops and other activities in curricular and general areas. As in the case of the universities, the colleges of education should be encouraged to avail of the facilities and resources of the teachers' centre network.

It is important that the institutions responsible for the initial training of teachers should be heavily involved in inservice education — not only for the expertise and value their courses would have for the practising teacher but also for the insights into current problems of educational practice the serving teacher might provide for the training staff. The Ed. Co. believes that the quality of pre-service training might be considerably enhanced as a result of the participation of the universities and colleges of education in inservice activities. In particular, provision should be made to enable the initial training institutions to participate in the induction of probationary teachers.

The training institutions are particularly important in the development of a comprehensive programme of inservice education by virtue of their role in the orientation and motivation of future teachers. To them falls the delicate task of imparting to their students an appreciation of the necessary limitations of pre-service training. Students should not feel that because pre-service training is incomplete, it must therefore be irrelevant and worthless — instead, they should take the view that this unavoidable deficiency in initial training demands their participation in further education programmes during their teaching careers.

The participation of the training institutions in the induction and inservice education of serving teachers would help to create the appropriate atmosphere in which the recognition of the necessity and desirability of inservice education might be successfully imparted to the student teacher.

The widespread involvement of the training institutions in inservice education may not be without its problems. It is possible to anticipate difficulties of a psychological nature for teachers (especially those trained at a time when the college régime was far more authoritarian than it is today) returning to the college environment. Similarly
college lecturers may encounter difficulties in establishing democratic relationships with experienced teachers. Great care and flexibility in approach may be necessary on both sides until a satisfactory working relationship is achieved. Indeed, it may be necessary, as in France and Belgium, to provide special inservice courses for the college lecturers to enable them to cope with the demands of this additional role. Nevertheless, such problems, though not trivial, should not be seen as insurmountable given the goodwill which already exists in the training institutions.

(5.4.2) Other institutions of higher education

The present contribution of the other higher education institutions is at a very low level. The Ed. Co. believes that the technological sector of higher education should have a far greater input into the inservice education of teachers at first and second level. An immediate area in which their contribution should be expanded is the inservice education of teachers of scientific and technical subjects. In the longer term, given the increasing importance of technology in the life of every individual — and especially in the teaching process — it seems likely that the technological sector of higher education would become increasingly concerned with the inservice education of primary teachers as well as short courses of lectures, workshops, etc. The existing organisation of the technological sector on the basis of eleven regions covering the country makes access to these colleges easier than in the case of universities and colleges of education. This accessibility could be further increased through cooperation with the expanded network of teachers’ centres.

(5.5) Inservice education at a distance

(5.5.1) There is little doubt that radio and television have numerous possible applications in general education — and especially in the inservice education of teachers. However, direct radio and television broadcasting for teachers is virtually non-existent. RTÉ’s current output of education programmes (which is intended for pupils and therefore of indirect benefit to teachers) is severely restricted through lack of finance. The impending decentralisation of broadcasting may exacerbate this situation as advertising revenue may be diverted to other commercial radio (and even television) stations. It is of immediate importance, therefore, that the charters of any new broadcasting agencies should include provision for a specified minimum amount of broadcasting time to be allocated to education. Within this allocation, a significant proportion of programmes should be set aside for inservice education, as is the case with local radio in Britain.

(5.5.2) Consideration should also be given to the establishment of a mutually acceptable mechanism by which adequate resources could
be guaranteed to the education department in RTÉ — thus eliminating its present dependence on a method of funding which is ultimately determined by commercial interests.

(5.5.3) Although in the short term the prospect for considerable expansion in the output of the national broadcasting agency, RTÉ, is limited, it is likely that the rapid development of micro-technology will provide the basis for the increasing use of distance learning techniques in the educational process. Therefore, research and planning should begin immediately into the use of radio and television for the inservice education of teachers. As a possible temporary solution, an investigation should be made into the demand amongst teachers (and other interested people) for the rebroadcasting of the radio and television programmes of the Open University. In the long term, however, home-produced programmes dealing with the education system in this country should be provided.

(5.6) Centre for research and information
(5.6.1) As inservice education and training for teachers develops to the extensive levels recommended in this report, it is anticipated that there will be a growing need for research and innovation in the content and technique of inservice education. Resources should, therefore, be made available to meet this need when it arises. Although it is always difficult to predict long-term needs with certainty, it appears that the most effective measure to meet this need would be the establishment of a centre for research and information with a full-time staff (complemented by serving teachers on part-time secondment) engaged in research into inservice education aimed at the production of inservice programmes for use in teachers' centres, colleges of education, etc. The centre would also encompass an information service which would respond to requests from teachers' centres or any other providers for information on suitable lectures, materials, equipment, etc., available in the country for courses they might propose to promote.

(5.6.2) The placing of inservice education research and information activities under one umbrella would avoid unnecessary duplication of effort and expense and provide the sort of stimulating and sympathetic environment which is not always available in the highly academic atmosphere of the university. However, though organisationally independent, the central research and information institution should be encouraged to co-operate and collaborate with the education departments of the third-level institutions (perhaps even to the extent of allowing secondment of staff between institutions).

(5.6.3) While the institution outlined above would not come into
existence immediately, the information centre component of it should be established as soon as possible to service existing needs. The creation of the information centre, which would not demand a large amount of capital or current expenditure, would enhance the efficiency and impact of an inservice programme. This role could be performed by an expanded permanent secretariat of the National Committee on Inservice Education for Teachers pending the establishment of the much larger national institution for research and information proposed above.

(6) Motivation

(6.1) The establishment of entitlement on a statutory basis and the provision of inservice education opportunities on the scale recommended in this report would create the conditions for the effective motivation of the vast majority of teachers to participate in inservice education activities. In particular, the implementation of the recommendations on locally based activities (in schools and teachers-centres and through educational advisers) would ensure that every teacher in the country would at least have ready access to some form of inservice education. However, it could not guarantee that all teachers would make full use of these opportunities.

(6.2) In ideal circumstances teachers should have been sufficiently motivated during their initial training to continue their professional and personal education throughout their teaching careers. The continuing improvement of professional skill and knowledge should be seen as an integral part of the teacher’s role. The Ed. Co. recognises that a considerable number of teachers currently in service received their initial training without the benefit of this positive orientation. It is therefore possible that, even under the terms of the vastly improved provision and entitlement recommended in this report, some teachers will remain relatively untouched by inservice education. Such a situation raises the question of whether regular participation in inservice courses should be made compulsory for teachers. On this point, we concur with the Planning Committee on the Establishment of An Chomhairle Mhúinteoiríochta, which stated in its report to the Minister for Education that:

“Compulsion, when avoidable, is always undesirable. The fact is that teachers have been attending — and indeed, organising — such courses in increasing numbers in recent years. To introduce compulsion would in all likelihood be counterproductive” (par. 89).

(6.3) The question therefore arises as to what additional incentives, if any, should be provided to encourage participation in inservice
activities. In view of the existing arrangements whereby the successful completion of degree and diploma courses is rewarded by an additional salary allowance, the Ed. Co. recommends that financial rewards for the new diploma and certificate courses proposed in (5.4.1) should be incorporated into the scale of allowances. It considers that no additional financial rewards would be necessary for non-award bearing courses, if teachers were released from their classroom duties in order to avail of them, and if realistic expenses were paid to cover the cost of travel and subsistence.

(7) Finance

The ultimate responsibility for the financing of inservice education for teachers must lie with the Department of Education since the most important aim of inservice education is the continuous improvement in the quality of the education service. The Department of Education’s financial provision for inservice education has been derisory. Professor Dale Tussing’s description of the Irish school system as “spartan and frugal” can be applied just as appropriately to the state of provision for inservice education. The Department of Education has effectively derogated its responsibility to other voluntary bodies (e.g. INTO, ICA, GAA, etc.) to such an extent that the contributions of these bodies have become an essential — rather than supplementary — part of the inservice activities currently available in this country. While the Ed. Co. does not intend in any way to decry tremendous contributions these voluntary providers have made in the past nor to proscribe their co-operation in the provision of inservice education in the future, it considers that the Department of Education should assume a far greater proportion of the burden of responsibility and back its avowed recognition of the importance of inservice education with a realistic financial commitment.

Summary of Estimates of Non-capital Expenditure on Inservice Education for Teachers

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Supply teachers</td>
<td>£13,140,000</td>
</tr>
<tr>
<td>2 Travel and subsistence expenses for teachers engaged in</td>
<td>£650,000</td>
</tr>
<tr>
<td>inservice education</td>
<td></td>
</tr>
<tr>
<td>3 School-based inservice education</td>
<td>£500,000</td>
</tr>
<tr>
<td>4 Peripatetic educational advisers</td>
<td>£790,000</td>
</tr>
<tr>
<td>5 Salaries of teachers’ centre directors</td>
<td>£110,000</td>
</tr>
<tr>
<td>6 Salaries of teachers’ centre secretarial and technical staff</td>
<td>£250,000</td>
</tr>
<tr>
<td>7 Teachers’ centre budgets</td>
<td>£360,000</td>
</tr>
<tr>
<td>8 Additional funding to colleges of education for inservice</td>
<td>£390,000</td>
</tr>
<tr>
<td>education activities</td>
<td></td>
</tr>
<tr>
<td>9 Additional funding to universities, RTCs, etc., for inservice</td>
<td>£200,000</td>
</tr>
<tr>
<td>education activities</td>
<td></td>
</tr>
<tr>
<td>10 Additional payments to teachers in qualifications allowances</td>
<td>£133,000</td>
</tr>
<tr>
<td>11 Information centre</td>
<td>£50,000</td>
</tr>
</tbody>
</table>

£16,573,000
An indication of the scale of expenditure necessary to implement the recommendations contained in this report is provided in the estimates in the table on page 181.

The individual estimates are achieved in the following way:

(1) Supply teachers: The pool of supply teachers necessary to cover for teachers engaged in inservice activities for one term in every five years would be equivalent to 5% of the total primary and post-primary teaching force (36,000), i.e. 1,800 supply teachers. The implementation of our recommendation on a career structure for supply teachers would mean that teachers in this category should have the same opportunity to promotion, posts of responsibility, etc., as the ordinary teacher. Thus, to calculate the cost of the supply pool, we have taken the average teacher’s salary, inclusive of qualification and promotion allowances (£6,900) and added a special supply teacher’s allowance of £400 (i.e. approximately equivalent to a “B” post allowance), giving an average salary for a supply teacher of £7,300. Thus, the total cost of the supply pool would be £13,140,000.

(2) Travel and subsistence expenses: The amount of money necessary to cover the travel and subsistence expenses of teachers participating in inservice education is difficult to determine. Present practice is of little help and future needs cannot be predicted with certainty. However, we estimated that the total for travelling expenses would be approximately equivalent to 25% of teachers involved in inservice education (i.e. 450) travelling to and from a venue twenty miles away every day for 180 school days at a rate of 10p per mile (the current rate paid to second-level teachers for attendance at inservice courses). This would amount to £324,000. As for the subsistence allowance (intended for teachers participating in courses which necessitate an overnight stay), we estimated that the total would be equivalent to 11% of teachers involved in inservice education (i.e. 200) receiving a subsistence allowance of £9 per day for 180 school days. This would amount to £324,000. Thus, the combined total for travel and subsistence expenses would amount to approximately £650,000.

(3) School-based inservice education: The estimate for school-based inservice education is determined by the cost of allocating £100 to each of the 4,260 first- and second-level schools in the country and allowing for a reserve of £74,000 to cover the additional demands of staff in larger schools. The combined figures give a total of £500,000.

(4) Peripatetic educational advisers: The estimate for peripatetic educational advisers is based on a body of 100 advisers on an average salary of £7,900 per annum — giving a total of £790,000.

(5) Salaries of teachers’ centre directors: The estimate of salaries for teachers’ centre directors is based on the assumption of ten
centres having full-time directors, on an average salary of £9,000, and a further twenty centres having part-time directors on an average allowance of £1,000 — thus giving a total of £110,000. The current range of part-time directors' allowances (£275 to £585) would be totally inadequate to recompense the additional responsibilities of the part-time director under our proposals. The estimate, therefore, is based on setting the minimum point of the part-time director's scale at the level of a grade "A" post allowance (currently £897).

6) Teachers' centre secretarial and technical staff: This estimate is based on the cost of providing a secretary and technician (each earning approximately £4,000 for thirty teachers' centres — thus giving an approximate total of £250,000. The current government grant of £2,300 for secretarial assistance to the four major centres is totally inadequate.

8) Additional funding to colleges of education: The estimate is based on an additional increase of 10% in the general purposes grant to the training colleges to cover the cost of inservice activities. At present the general purposes grant stands at £3,918,000 — made up of two elements ("Pay": £2,210,000; and "Other Expenses": £1,708,000). The Ed. Co. expects that approximately the same proportion of the increase would be spent on salaries — thus allowing for the employment of the full-time equivalent of twenty to twenty-five extra lecturers in the colleges of education for inservice courses.

9) Additional funding to universities, RTCs, etc.: The estimate is based on an additional increase of 10% in the allocations to Thomond College of Education and to the university departments of education (in the region of £1,000,000) giving a total of £100,000. To this is added an increase of 1% in the allocation for the total running costs of the regional technical colleges and National Institute for Higher Education, Limerick (currently approximately £10,250,000 — giving an approximate figure of £100,000). The combined total, therefore, would be £200,000.

10) Additional payments to teachers in qualifications allowances: This estimate is based on the assumption that the implementation of our recommendations on the expansion of postgraduate, degree and diploma opportunities for teachers will result in the following additional numbers of teachers completing award-bearing courses.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Additional Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>200</td>
</tr>
<tr>
<td>Dr. (in service)</td>
<td>200</td>
</tr>
<tr>
<td>Higher Degree</td>
<td>100</td>
</tr>
</tbody>
</table>

Of course, one cannot predict whether these teachers will achieve pass or honours awards. However, assuming that half of them achieve honours results in each category, the following amount of money would be necessary:
Diploma ........................................ 100 x £82 ........................................ £8,200
100 x £173 ..................................... £17,300
Degree ........................................... 100 x £258 ..................................... £25,800
100 x £687 ..................................... £68,700
Higher Degree* ................................ 50 x £83 ..................................... £4,150
50 x £172 ..................................... £8,600

£132,750

*The Higher Degree figures represent the difference between the Honours Master's Degree and the Doctor's Degree allowances and the Honours Primary Degree allowance — since one cannot hold the allowance for a higher degree in addition to a primary degree allowance.

(11) Information centre: This estimate is based on the cost of salaries for a director (£8,000) and an assistant director (£7,000) and five secretarial/documentation assistants (£5,000 each) and an operational budget of £10,000.

The estimated total of £16.6 million, which would provide for the total transformation of inservice education in this country, would only require an increase of approximately 5% in the total government expenditure on first- and second-level education.

The Education Committee believes that the improvement in the quality of the education service and in the morale of the teaching profession in the Republic of Ireland, which would ensue from the development of a comprehensive and integrated programme of inservice education cannot be measured in financial terms. An increase of 5% in government spending on primary and secondary education does not seem to be an unreasonable amount to spend in order to achieve this improvement.
Appendix A

List of difficulties encountered by probationers drawn from a study of Bristol University’s survey of 4,000 probationers (published 1971); the results of a questionnaire to probationers sent out by the QUB Teachers’ Centre (1974); evidence submitted to the Lelièvre Committee; and the findings of courses for probationer teachers organised by St. Joseph’s College, St. Mary’s College, and NUU in Northern Ireland in 1973.

(A) The Probationer in the Classroom

The initial training course was felt by many to have been inadequate because it tended to deal with an ideal situation and did not provide sufficient preparation to cope with the following problems.

(1) Control
(1.1) Class discipline (much more of a problem in secondary schools).
(1.2) Individual discipline.
(1.3) Motivation of bored and even hostile pupils (mainly secondary).

(2) Teaching techniques and difficulties
(2.1) Lack of knowledge of children’s previous learning.
(2.2) Dealing with wide-ability range.
(2.3) Dealing with slow-learners.
(2.4) Dealing with ROSLA classes.
(2.5) Not teaching one’s own subject.
(2.6) Not teaching the age-range for which one has trained.
(2.7) Planning work for P1-P3 children.
(2.8) Teaching reading, primary maths, audio-visual French, etc.
(2.9) Schemes of work and weekly notes (very important for primary probationers).
(2.10) Setting and marking examination papers.

(3) Home-school relationships
(3.1) Lack of knowledge/understanding of children’s social background.
(3.2) Contact with parents.

(4) Resources
(4.1) Lack of knowledge of what resources are available.
(4.2) Lack of technique in use of resources, aids, etc.
(4.3) Inadequacy of resources and facilities in the school.
(5) Routine administration
(5.1) Keeping of records, registers, etc.
(5.2) Dinner money, savings bank.
(5.3) Dealing with absence notes, etc.
(5.4) Requisitioning.

(6) Classroom organisation
This was especially mentioned by primary probationers, but also implied by many secondary probationers in their answers to other questions. It may be regarded as an over-arching problem which subsumes many other problems.

Note: From answers to the questionnaire and conversations with probationers, it would seem that there is a strongly felt need for a very specific statement of objectives which would guide them in their work.

(B) Personal Problems

(1) Physical fatigue.
(2) Stress of teaching.
(3) Difficulties of transition from college to school.
(4) Deterioration in health experienced by some (especially women).
(5) Financial difficulties.
(6) Accommodation and travel.
(7) Loneliness.

(C) General School Problems

(1) School rules and conventions.
(2) Many probationers want more advice than they receive. (*Not one* of twenty-five at QUB Teachers' Centre meeting and only 1% of Bristol survey wanted *less* advice.)

(D) Assessment

Very few probationers seem to know or understand the procedures by which they are assessed. (*Not one* primary probationer at meeting and only three secondary probationers — who were all from the same school — knew these procedures. In Bristol survey 65% still did not know at the end of the year.)

(E) The Role of the Teacher-Tutor

Present and past probationers were asked to give their opinions on the status, personal qualities and duties of a teacher-tutor.
There was a strong feeling among probationers that they would not want their head-teacher to act as teacher-tutor. This was partly because many were rather in awe of their school principal, no matter how friendly he was, partly because they thought he was already very busy, but mainly because of the part which he must play in their assessment.

Some were inclined to favour the appointment of someone of five to ten years' experience, but, on the whole, the feeling seems to be that the personality of the teacher-tutor was what mattered most. He must be someone who was sympathetic and easy to talk to.

They were inclined to favour appointments of not more than three years.

A point heavily underlined by many probationers was that their discussions with the teacher-tutor must be completely confidential.

Many thought that the very nature of the appointment should give him (if he did not already possess it) a position of considerable status in the school and that, as well as helping with their particular problems, he might be a source of guidance to all teachers in the school on inservice courses, teachers' centres, curriculum change, professional matters, etc.

Many probationers (especially primary) raised so many specific teaching problems on which they would have welcomed advice that these could only be dealt with by the teacher-tutor acting as a co-ordinator working in co-operation with departmental heads and other experienced teachers. Most probationers would like him to arrange for them to observe successful teaching.

They would like to have someone permanently "on call" who could be consulted without a guilty feeling of "being a nuisance" and who would be available for individual consultation at certain specified regular times. There was also the feeling that where there were two or more probationers in a school, regular meetings of all probationers and the teacher-tutor(s) should be held.

Probationers would expect the teacher-tutor to:

(8.1) be able to initiate them into the general organisation, rules and conventions of the school;
(8.2) help them with administrative problems (registers, savings bank, absence notes, etc.);
(8.3) help them with parent-teacher relationships;
(8.4) help them with children from deprived and difficult homes;
(8.5) help them to achieve acceptable standards of discipline and give advice on suitable methods of punishment — some thought that he should be able to arrange for extremely difficult pupils to be "taken off their hands";
(8.6) primary probationers were very anxious to obtain
advice on the amount and level of work which should be attained by the end of a term, a year, etc.; they were also greatly bothered by making out schemes of work and by daily organisation — time allocation per subject, etc.

(F) Introduction of Probationer to the School

(1) Appointment as early as possible.
(2) Teaching load (nine out of fourteen primary probationers at meeting had no “free periods” at all).
(3) Class(es) allocated to probationer (secondary probationers had difficult ROSLA (raising of school leaving age) classes).
(4) Room(s) allocated to probationer.
(5) Extra-curricular activities.
(6) Timetables, details of age and ability ranges of their classes, syllabuses and schemes of work. (These details were made known on the first day of term to three secondary and four primary probationers at the meeting.)
(7) Provision of social contacts for probationer.
(8) The probationer’s first day and week in school.
Appendix B

Information which one pilot scheme school in Northern Ireland included in a booklet for probationers.

School
aims, etc.
personal relationships
plan of school
organisation and administration
register/office, etc.
ancillary staff

Forms and Classes
form teachers and tutors
heads of sections
counselling
interviews
visits for parents
permission to leave class
length of period
classroom etiquette
accidents/first aid, etc.
fire drill
school fund
homework.setting/making
internal exams
progress reports
end of term reports/follow-up
record cards
consultations re pupils with
problems
external exams
open evening
parents’ association

Activities
house’ activities
out-of-school activities
Saturday games
journeys and visits
field centre
travel – use of mini-bus
use of cars
insurance

Staff
staffroom committee
staffroom fund, newspapers,
coffee, etc.
mail
phone calls
visitors to school
pupils calling at staffroom
staffroom etiquette
communications
notice board
notices
notices for assembly, etc.
staff meetings
leave of absence
sickness/absence/medical certifi-
cates
inservice courses
travelling expenses
old pupils’ association

Routine
school day/daily routine
assemblies
form periods
duty teachers’ responsibilities
library periods

Resources
stationery, chalk, etc.
textbooks (issue, care of, book
deposits, return of books)
equipment
a/v store
television/radio
library
typewriter
duplicating
photo-copying
Appendix C

Suggested Chronological Programme of Induction

(1) Summer Term — Appointment and Placement in School

Teacher-tutor might be present at interview — important that applicants should be told something about induction policy of school.

Teacher-tutor should be able to influence the choice of timetable, class(es) and room(s) allocated to the probationer.

(2) Pre-service Visits

(2.1) June

Probationer should meet the principal, head of department and other staff and obtain all necessary information about who and what he will be teaching.

He should, if possible, spend at least a week in the school observing, helping and teaching, although he is not yet ready to assume full responsibility.

During this visit, he will receive a school handbook, syllabus, information on resources, timetable, schemes of work, etc. He may need help to find suitable accommodation for September.

(2.2) Late August

Detailed planning of first day and first week. More specific information about physical conditions, courses and classes, ability range, equipment, duties, homework, written and unwritten rules of school punishment. Probationer(s) will be told fixed times for meetings and discussions with teacher-tutor.

Pre-term staff meetings — teacher-tutor can help probationer to get some benefit from these.

(3) September — Inservice Orientation

Probationer may need a good deal of support during this period and teacher-tutor should be ready to help with immediate and urgent problems.

He should also be checking that probationer’s accommodation/travel arrangements are satisfactory, helping probationer to make friends in staffroom. The probationer should be introduced to an out-of-school activity in which he has an interest — but not given full responsibility for organising it.
(4) Autumn Term — Adaptation

Teacher-tutor and head of department co-operate to provide help with discipline, schemes, notes, class organisation, mixed-ability groups, difficulties in regulating the pace of work. Probationer should be observed by teacher-tutor and head of department and should be able to observe them and other experienced teachers. Opportunities for joint teaching would be especially valuable to him.

Although probationer is most concerned with his own school, he may find helpful one or two meetings with other probationers at the professional centre/teachers' centre.

During this term there will continue to be frequent meetings/seminars between teacher-tutor and probationer(s).

(5) Development — Spring and Summer Terms

Probationer should be helped to evaluate his work. He will probably now be more likely to benefit from inservice courses, outside agencies and visits to other schools.

(6) Assessment — June

It is generally accepted that teacher-tutor does not assess the probationer for professional recognition but he can explain the procedure and make it less worrying for him.

(7) Overview May-June

Review of year's experiences by probationer(s) and teacher-tutor and look forward to next year.

Individual discussions with probationer(s) about future plans.
Appendix D


(1) Teacher-Tutors Should be Appointed in all Schools

(1.1) In grammar schools and in colleges of further education, because of the greater power and authority of heads of department and the stronger emphasis on subject teaching, there is sometimes the feeling that a teacher-tutor is not necessary; it is, however, the belief of the group that a probationer needs a great deal of support which often cannot be provided by his head of department.

(1.2) In small primary schools where all members of staff have class responsibilities, the probationer should be visited frequently in the classroom by a peripatetic teacher-tutor, while his induction into the school should be the responsibility of the principal or another member of staff.

(1.3) In the NUU teachers’ centre scheme, the peripatetic tutors also visit probationers in larger primary schools, and this arrangement seems to have worked well in spite of initial suspicion on the part of some principals.

(1.4) The group was quite convinced that a peripatetic system would not work in secondary schools.

(2) Status, Experience and Qualities of Teacher-Tutor

(2.1) The teacher-tutor should preferably not be the principal, mainly because of his role in the assessment of the probationer.

(2.2) In some schools the vice-principal would be a suitable person but in others he may be regarded as too senior by the probationer.

(2.3) While the probationer would probably prefer to have someone near his own age, such a person may not have the authority necessary to influence the principal, the heads of department and the timetable – nor would he be able to perform the wider role recommended by the James and Lelièvre reports.

(2.4) It would, of course, be possible to compromise by having a senior per in charge of younger members of staff who were delegated to look after the probationer, but this further diffusion of responsibility might cause communication problems although much would depend upon the size and organisation of the school.

(2.5) When a school has a large number of probationers it would be necessary to have more than one teacher-tutor.
(2.6) At least five years' teaching experience in the school is desirable.

(2.7) The teacher-tutor should be an effective and enthusiastic teacher with an interest in and knowledge of recent developments in education and an openness to new ideas.

(2.8) The teacher-tutors in the group were somewhat embarrassed by the usual list of personal attributes; they thought a stable temperament combined with sensitivity were the essential qualities.

(3) The Role of the Teacher-Tutor (in relation to probationers)

(3.1) This should be defined as clearly as possible although it would, of course, vary from person to person and from school to school; it would also to a large extent depend on the very different needs of individual probationers.

(3.2) The teacher-tutor as adviser/professional consultant

(3.2.1) The teacher-tutor will introduce the probationer to the general organisation, rules and conventions of the school. He will make him familiar with the learning resources of the school. He will advise him on the social characteristics of the children; and inform him about the role of the area board and the inspectorate. The group hoped that the teacher-tutor would be able to communicate to the probationer a sense of pride in his profession.

(3.2.2) The most useful part of the teacher-tutor's work, however, will be in the classroom. He can arrange for the probationer to visit other classrooms; he can help with discipline and other problems of classroom management; he can make constructive criticism of the probationer's classroom manner, blackboard work, techniques of questioning, etc.; he can advise on the preparation of lessons and the writing of lesson notes; he can encourage the probationer to define his aims and objectives and help him to devise effective techniques for the evaluation of his work.

(3.2.3) In primary schools the teacher-tutor should be ready to advise on reading schemes and basic mathematics although subjects like music, art and physical education may also give trouble. Because this very direct help is required, it was thought preferable for the teacher-tutor to teach in the same section of the school as the probationer.

(3.2.4) In secondary schools and colleges of further education, the teacher-tutor's classroom role will be somewhat different since, more often than not, he will not be expert in the same subject, and close cooperation with the head of department would be most important.
However, the group were unanimous that the teacher-tutor must be a frequent visitor to the probationer’s classroom — not as an inspector, but as a colleague.

(3.5) **Liaison between teacher tutor and the rest of the staff.**

(3.3.1) The teacher-tutor should do all he can to promote good relationships between the probationer and the rest of the staff who must, as far as possible, be convinced of the need for an induction programme.

(3.3.2) The appointment of a teacher-tutor does not in any way diminish the fact that induction is a joint staff responsibility in which the teacher-tutor has what might be described as a management function.

(3.3.3) **The teacher tutor and the principal**

The appointment does not usurp the role of the principal who remains ultimately responsible for school policy; indeed, the principal may still wish to be the person who makes clear to the probationer the general policies, philosophy and organisation of the school, leaving the teacher-tutor to fill in the details. Specifically, the teacher-tutor will consult the principal about the classes and rooms to be allocated to the probationer, the timetabling implications of the induction programme and its effects on other members of staff.

(3.3.4) **The teacher-tutor and heads of department**

The head of department remains responsible for the teaching of his subject and for helping the probationer to become an effective member of a team. Co-operation between head of department and teacher-tutor is essential.

(3.4) **The teacher-tutor as counsellor**

(3.4.1) Since the teacher-tutor has two categories of client — teachers and children — it is important that his relationship with the probationer is that of friend and colleague.

(3.4.2) The teacher tutor will, if necessary, help the probationer to find suitable accommodation, advise him on travelling to school and ensure that he isn’t short of money in September before his first cheque arrives.

(3.4.2) Counselling skills would be valuable but the group thought it important that the teacher-tutor should not be primarily regarded as a counsellor since most of the probationer’s problems would not require this kind of approach. It was thought that he would have
enough knowledge to recognise the rare occasions when more expert psychological advice was required.

(3.4.4) The teacher-tutor needs to be always available, particularly in the early weeks; the probationer must feel that he is free to seek help at any time without feeling that he is being a nuisance.

(3.5) The teacher-tutor as a resource/information service

The teacher-tutor should be a valuable source of information to the probationer. The first and most important category of information will, of course, be about the school — its curriculum, organisation and resources.

(3.6) The probationer, however, will need to become aware of agencies outside the school such as the area board, the inspectorate, the medical services, and the professional centre or teacher’s centre. The teacher-tutor’s links with these and other outside agencies will help the probationer to take an increasingly wider view of his profession.

(4) The Teacher-Tutor’s Role in the Initial Training of Teachers

(4.1) Teacher-tutors in most pilot scheme schools already seem to have responsibility for students on teaching practice and it is recommended that this role should be developed so that teacher-tutors could play some part in the school studies section of the initial training course. This would help to bridge the gap which many think exists between the colleges and the schools.

(5) The Teacher-Tutor and the Inservice Education of his Colleagues

(5.1) The tutor could provide information on all kinds of inservice courses, from the short course on a specific topic relevant to the school’s curriculum, to longer, part-time and even full-time courses which would assist in the professional development of his colleagues.

(5.2) The group thought it desirable that he should, with the guidance of the principal, help to set up a school-based staff training programme if it did not already exist. In some pilot scheme schools this had grown up in an ad hoc manner when experienced teachers had asked to join probationers who were studying, for example, the use of mathematics materials with the teacher-tutor.

(6) Release from Teaching

(6.1) A lightened teaching load from the probationer was outside this group’s terms of reference but it was felt that a system of timetabled release of both teacher-tutor and probationer(s) was essential.
Common free time would be needed for meetings and discussions but if all free time were common then it would not be possible for teacher-tutor and probationer to visit each other's classrooms.

(6.2) This induction time should be privileged in that it must not normally be used for covering the classes of absent colleagues.

(7) Preparation and Training of Teacher-Tutor

(7.1) The group did not advocate a block release course for teacher-tutors before they began their duties; the preferred system was that of a few briefing sessions during the Spring and early Summer terms which would concentrate upon the philosophy of induction, the role of the teacher-tutor and the pre-service initiation of the probationer. Meetings later in the Summer term might deal with the preparation for the probationer's first term.

(7.2) At some time during the year a one-week course could be arranged. The member of the group attached to the St. Joseph's scheme had found their course in March extremely valuable but some members thought it was perhaps too late in the year.

(7.3) The tutor group was considered very important for mutual support and several group meetings a term were recommended. Visits to the school by a pilot scheme organiser were also thought to help reduce any feelings of isolation which might be experienced by a teacher-tutor.

(7.4) Suggested elements of the preparation of teacher-tutor

(7.4.1) Interpersonal skills: Diplomatic skills, sensitivity training, group management, leading discussions, etc. The group was doubtful whether these skills could be inculcated; they hoped that the kind of person appointed would already possess them and that such a course, by the use of case studies and role-play would help to sharpen his sensitivity.

(7.4.2) Knowledge of teaching and learning: Broad knowledge of teaching methods and classroom organisation in different subjects. Knowledge of courses in colleges and departments of education. Knowledge of principles of education and their application to practice.

(7.4.3) Diagnostic skills: Some techniques of classroom observation which help the teacher-tutor to analyse the teaching strengths and weaknesses of the probationer.

(7.4.4) Useful knowledge: Teacher-tutors may need to be given information about a wide variety of sources of help for the probationer.
Appendix E

Topics which may be included in a programme of inservice education for principals or vice-principals, or others to whom a principal's responsibilities are delegated:

1. school administration and organisation
2. educational topics of general interest (e.g. streaming)
3. curriculum development — especially at local level
4. communication techniques
5. group dynamics — to help staff to work efficiently as a unit and to encourage shared decision making
6. education for children with special needs
7. interviewing techniques — for appointments
8. guidance and counselling techniques — to deal with new teachers and with parents
9. home/school liaison
10. rights and duties of pupils, parents and teachers
11. discipline
12. pupil assessment
13. the value of and need for INSET
14. staff development
15. use of audio-visual aids, etc.
Appendix F

Needs Governing the Content of Inservice Courses

It would be impossible to list all the career needs that are felt by teachers but the following are some of the more important ones:

1. need to improve teaching skills
2. need to increase understanding and ability to assess pupils
3. need to increase knowledge of subject(s)
4. need to keep abreast of new teaching techniques and the expansion in knowledge
5. need to understand the use of, and to keep abreast of developments in teaching aids
6. need to revise methods and knowledge when returning to the service after a period of absence
7. need to understand social problems and their influence on teaching
8. need for personal fulfilment and development