

**IMPLEMENTING CHANGE;
THE CASE OF RECORDS OF ACHIEVEMENT**

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DECLARATION

No portion of the work referred to in this thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

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ABSTRACT

The author of this text worked for two years in the Assessment Development Unit, a temporary task group within the structures of Manchester Local Education Authority, which holds a brief to introduce Records of Achievement into schools and colleges within the service. This study traces the processes of this initiative from January 1985 -July 1987. The approach chosen was a 'Training Trainers' programme for the secondary and Further Education sectors. This began as a 'cascade' model but turned out to be a generative one, which encouraged and nurtured 'genetic mutation' of task designs, within the unique ecology of each organisation.

This study outlines the rationale for the model and describes the design of the training programme, which involved 63 Manchester teachers and lecturers. It then traces its implementation, the authorisation and funding, accreditation arrangements, the course content and processes and a comparison of the 5 training groups. A supportive network of the trained trainers was built up across the whole Local Education Authority in order to sustain the change, through sharing problems and disseminating good practice.

The course outcomes are described in terms of individual growth, the training materials generated, strategies chosen for dissemination, evidence from the curriculum development plans of each establishment and external evaluation.

The main data for this thesis was gathered through questionnaires, sent out to the course participants 6 months after the end of the programme. This provides evidence for the beginnings of implementation in the schools and colleges, both in terms of progress and problems. The positive and negative change factors, as reported by the trainers are listed and analysed. There were a significantly large number of citations relating to the negative effect of organisational climates. The experience of trainers in 10

establishments is described through case studies from which are drawn some comments about certain change processes. Three aspects of change are considered in more detail; the role of the change agent, aspects of change overload, and the role of the clients.

At the end, there is a discussion of the benefits and difficulties of using participative approaches to change at 3 different levels demonstrated in this programme. This is compared to the work of Enid Mumford and Sociotechnical Systems theory developed by the Tavistock. It concludes that the author based her design tacitly on the principles of socio-technical systems design. The programme was a generative one, encouraging the teachers and lecturers to create their own locally adapted forms of task design, which were suitable for the organisational ecology in which they were to operate.

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CHAPTER 1

THE ASSESSMENT DEVELOPMENT UNIT; ORIGINS AND TASKS

Records of Achievement are a major educational development of the mid 1980's which will have a far reaching consequences for schools, colleges and the community. There is nothing entirely new about Records of Achievement in education. As long ago as 1947, a Ministry of Education circular entitled " School Records of Individual Achievement" stated .

" The Education Act of 1944 (section 8) requires Local Education Authorities to make arrangements for the education of children at school in accordance with their ages, abilities and aptitudes. This can be done only if teachers study children individually, and keep simple and easily interpreted records of their development. Such records are a great help in choosing the right course of further study or the right kind of job.The record should cover the whole range of the school life for the stage for which it is kept. The aim should be to present a picture of the nature and rate of the child's development in various directions.....Outstanding achievements of any kind should, of course be recorded...Any evidence of initiative should certainly be recorded." (Ministry of Education circular 151 18th July 1947)

In 1963, the Newsome Report stated that " Boys and girls who stay at school until they are 16 may reasonably expect to have some sort of record of achievement when they leave." By the 1980's, it seems, this idea has finally found its time, many Local Education Authorities in the north of England, notably Manchester, investing money and staff into developments in this area.

The Assessment Development Unit (ADU), which was to spearhead developments in Records of Achievement, was set up in 1984 by Manchester Local Education Authority (LEA). The origins of the Unit lay in the curriculum review that took place in 1981. At that time, the LEA was about to re-organise all its county high schools (ie all the 11-18 secondary schools except those in the voluntary aided sector), to manage

the rapidly falling school rolls resulting from a declining birthrate and inner city de-population. This contraction in numbers was causing problems of over-staffing and many sixth forms were not viable and could not offer a wide range of courses. During this re-organisation, some schools were closed, some amalgamated, and 3 sixth form colleges were set up. All school staff had to reapply for jobs and new schools were created. There was considerable movement of teachers around the city, which offered great opportunities for staff who had become career blocked and stale owing to the slowing down of movement in a contracting service. It was decided to take this chance to review the curriculum and structure of secondary schools involving as many teachers as possible in the process. This review focussed on 8 areas of the curriculum.

- A. School evaluation and staff development
- B. The aims and objectives of the secondary school
- C. Areas of experience
- D. Provision for able and talented children
- E. School/ Work links
- F. Education for a multi- cultural society
- G. Provision for the less able
- H. Personal guidance and personal development.

There was felt to be a gap in the area of assessment. During 1981, the LEA negotiated a 2 year project with the Schools Council to review assessment procedures. This was a potentially enormous brief and so in order to make the project manageable it focussed on the 1st year of the secondary curriculum only but looked across all subjects. The Manchester Assessment Project (MAP) as it became known ran from January 1982 to December 1983 and was led by Ruth Sutton. (Sutton et al 1986)

Meanwhile, there was some growing interest nationally in Records of Achievement. In 1982, Her Majesty's Inspectors (HMI) issued a report which surveyed current practice of profiling at 16 (DES 1983). This identified assessment as a key issue. Janet Balogh (1982) published a

survey of current practice in profiling at 16. Brian Goacher's book (1983) promoted Records of Achievement at 16 and also concluded that assessment was critical. Much of the information which was being recorded was invalid because the assessment procedures were not sound. Hence the production of a leavers' certificate should be regarded not as an end of the year activity but a process with roots within the curriculum and the assessment procedures of the school.

In contrast to these developments which focussed on school leavers, MAP began with assessment in the first year of secondary school. By 1983, this project was being seen as leading ultimately to criterion referenced student profiles with a focus on assessment. At that time the national trend was the other way round, focussing on the record more than the procedures which produced it.

Interest was also growing in new forms of accreditation. In the spring of 1983, the Oxford Delegacy of Local Examinations, in partnership with 4 LEAs, Oxfordshire, Somerset, Coventry, and Leicestershire, announced their intention to marry up good practice in assessment of academic and personal achievement with exam board validation for all students. This became known as the Oxford Certificate in Educational Achievement (OCEA) and had 3 components; the P- component which was the student record, the E- component which was the external examinations and the G- component which consisted of graded tests. The idea was to marry up good practice in assessment, including academic and personal achievement, with exam board validation for all students. The Inner London Education Authority (ILEA) then proposed a similar scheme, but without exam board involvement.

Following upon this lead, the northern exam boards showed an interest in responding to an emerging demand for a scheme similar to OCEA for the north. Manchester and Gateshead LEA's were particularly interested. In June 1983, the Joint Matriculation Board (JMB) and the various Boards in the north which set the Certificate in Secondary Education, (later the Northern Examining Association, or NEA) called the northern LEAs

together in Leeds. The Boards were interested in piloting a scheme and asked whether any LEAs would like to participate. As a result 6 northern LEAs, Manchester, Gateshead, Wakefield, Rotherham, Bradford and Wigan began meeting with the exam boards from September 1983. This became known as the NEA/LEA (Northern Examining Association/ Local Education Authority) partnership and later the NPRA, Northern Partnership for Records of Achievement. It grew rapidly and by April 1987 included 32 out of the 37 northern LEA's.

Concurrently, Manchester LEA was running a project with heavy external funding from the Department of Education and Science and the European Economic Community Social Fund; the Lower Attaining Pupils Project, known locally as the Alternative Curriculum Strategy. (ACS) Key elements of the ACS include the strengthening of the following experiences;-

- "a) the development of modular courses;
- b) accumulated credit systems;
- c) negotiation of curriculum;
- d) achievement records and profiling;
- e) practical problem solving and the development of work related skills;
- f) relationship based teaching;
- g) off-site/ community based learning; and
- h) learning by doing;
- i) a determined effort to engage parents more fully in the student's education."

(City of Manchester Education Committee 1985)

There was a growing concern that no accreditation was available for the range of activities undertaken by pupils in this project, nor to encompass their span of ability. The ACS project leader, was therefore heavily involved in the early meetings with the exam boards which also included the MAP project co-ordinator and Manchester's Chief Inspector. The other original 5 LEA's in the partnership had a similar need; to give accreditation to pupils involved in special projects, the Technical and Vocational Education Initiative for students aged 14-18 (TVEI) or

alternative curriculum. By the autumn of 1983, the model of 'unit accreditation' began to develop. It was a stop-gap arrangement which would contribute to the whole Record of Achievement to be developed at a later date.

Under this scheme (NPRA Interim Scheme of unit accreditation) teachers would write short modules, or units describing a project or part of a course which their students would undertake in the near future. The unit contained a list of the expected learning outcomes under the headings of knowledge acquired, skills demonstrated and experiences. The teacher also stated what forms of evidence would be offered to the assessor to support the attainment of each outcome and the procedures for assessment. The units were submitted for validation, first to an LEA constituted panel and then to a Regional panel. When the unit had been validated, the teachers could begin the work with the students. The scheme could serve a traditional subject like Home Economics with such titles as 'Food in our Community' and 'Knitting; an introduction', or be project based eg 'Building a Concrete Garage' or 'Go-Kart Frame Construction'. When the unit was completed, an assessor would visit the school, to check the procedures had been followed.

Accreditation of free standing units or modules contrasted with the graded test movement which OCEA had embraced as the way forward. Graded tests were criterion referenced and were based upon a sequenced hierarchy of difficulty. Students could take each test when they were ready, rather than having to wait for a calendar cycle of examinations. These had been seen to work in the area of modern languages, science and mathematics in that they seemed to motivate pupils who had lost interest. Young people were working for short term achievable goals and received regular feedback as to their progress. Unfortunately, the principles of graded objectives were not easily transferable to other areas of the curriculum, notably English and art or areas of experience particularly personal and social development. Here, teachers were unable to agree on identifiable stages of learning relating to difficulty and so graded tests

tended to be divisive.

The Northern scheme could be subject specific or cross-curricular, (ie crossing subject boundaries). It rapidly proved to be successful as it was highly flexible, and 'owned' by the teacher in the sense that they could write units to suit their own teaching styles and the needs of their students, rather than being constrained by an Exam Board syllabus. Begun in 1984, by September 1987, unit accreditation (NPRA Scheme 1) was being used in 30 northern LEA's and involved 11,264 students. This rapid growth was due to its popularity with teachers and pupils. Soon the scheme was being used with students on more traditional courses, and in Manchester was later linked to 2 modular GCSEs (General Certificate of Secondary Education), Science at Work and Humanities.

In October 1983 Manchester's Chief Education Officer proposed the setting up of a development team to follow on from MAP but with a wider, cross-sector brief. The Education Committee saw the new developments as a way of lessening the disadvantages of those who left school with no exam passes at all. There was also a hope that the team might attract external funding as part of the DES pilot projects on Records of Achievement. A statement had been issued by the DES in November 1983 on Records of Achievement and attracted an unprecedented response when it went out for consultation. The revised version, published in July 1984, was significantly different and DES funded pilots projects were set up soon afterwards. In the event, the Assessment Development Unit (ADU) was set up in 1984, a team consisting of Ruth Sutton as head and 3 seconded teachers on scale 4, funded entirely by the LEA. This was a considerable investment and demonstrated the commitment and interest of the LEA in that area.

The ADU was a temporary task group created within the LEA structure to support and encourage developments in assessment and accreditation across all sectors of the education service; primary, secondary, further, continuing and special. Based at Manchester Teachers Centre, its main

tasks, initially, were the development of the NPRA scheme of unit accreditation, GCSE and the introduction of Records of Achievement. This was approached through research, the building of systems and structures, dissemination of information, consultation and the in-service training of teachers together with the monitoring / evaluation of processes. The ADU was responsible to the Chief Inspector through the Senior Secondary Inspector and reported termly to an advisory group as well as annually to the Education Committee. Later, as the scope and speed of the ADU work increased, a steering group, consisting of senior officers and inspectors was established.

Membership of the Assessment Development Unit's Advisory Committee

<i>CHAIR</i>	Warden of Manchester Teachers' Centre
<i>SECRETARY</i>	Deputy warden of Teachers' Centre
	Representatives from the following;
<i>ADU</i>	Members of the Assessment Development Unit
<i>INSPECTORATE</i>	Senior Primary Stage Inspector Senior Secondary Stage Inspector Senior Inspector for Special Education Senior Inspector for Further and Continuing Education
<i>EDUCATION OFFICES</i>	Senior Assistant Education Officer (Schools Branch)
<i>INSTITUTIONS</i>	Primary Headteacher Primary Teacher Secondary Headteacher Secondary Teacher
College	Head of Department in Further Education Schools-Industry Liaison Officer Senior Tutor of Education from Manchester Polytechnic
Federation	Principal of Manchester Open College Project Co-ordinator for the Alternative Curriculum

EDUCATION COMMITTEE

Councillor

In the next 3 years, the ADU's work grew rapidly both in volume and breadth thus, one might argue, justifying the LEA's investment. Major initiatives in the city, regionally and nationally_ TVEI, GCSE, CPVE (the Certificate in Pre- Vocational Education, a new qualification introduced in 1986 for post 16 students and based on profiled assessment) all required consultancy and training support in the area of assessment. The ADU gained a national reputation and to date is unique as a focussed task group bringing coherence to many seemingly separate developments in systems of assessment and accreditation.

Although the ADU was involved in a variety of specific developments, the overall focus was the Record of Student Achievement. The DES Policy Statement of July 1984 stated that by 1990 arrangements should be in place so that all students should have a Record of their Achievements, academic and personal, when they leave full-time education. The compilation of this record would begin in primary schools. The final product would be 'owned' by the student and might contain data about achievement out of school. Prior to the publication of this document, there had been much discussion and disagreement about whether profiles should contain negative statements. The 1984 statement seemed to close this debate by prescribing that the record should be 'positive only' and at the same time made student involvement central. The formative processes (ie the assessment and reviewing processes undertaken during the course of teaching), were seen clearly as fundamental in producing a valid summative document which would be valued by the student and useful to relevant members of the outside community. The record would serve other purposes than that of a leavers' certificate. These are set out below:

"Purposes of Records of Achievement. The Secretaries of State believe that there are four main purposes which Records of Achievement and the associated recording systems should serve. These purposes overlap to some extent.

Recognition of achievement. Records and recording systems should recognise, acknowledge and give credit for what pupils have achieved and experienced, not just in terms of results in public examinations but in other ways as well. They should do justice to pupils' own efforts and to the efforts of teachers, parents ratepayers and taxpayers to give them a good education.

Motivation and Personal Development. They should contribute to pupils' personal development and progress by improving their motivation, providing encouragement and increasing awareness of strengths, weaknesses and opportunities.

Curriculum and Organisation. The recording process should help schools to identify the all round potential of their pupils and to consider how well their curriculum, teaching and organisation enable pupils to develop the general, practical and social skills which are to be recorded.

A Document of Record. Young people leaving school or college should take with them a short, summary document of record which is recognised and valued by employers and institutions of further and higher education. This should provide a more rounded picture of candidates for jobs or courses than can be provided by a list of examination results, thus helping potential users to decide how candidates could best be employed, or for which jobs, training schemes or courses they are likely to be suitable."

(DES/Welsh Office, 1984. p3)

Although the principles were laid out, there were no clear guidelines as to how schools should set up these new systems. The DES sponsored various pilot projects around the country to try and generate practice which could be replicated, determine problems which could be avoided, and assess the resource implications. It became clear that there was no 'blue print'. Every school, college, department and teacher had to find their own workable way of implementing the principles. The LEA did, however promote a particular model of recording achievement through an accumulating portfolio. This model builds on existing school practice, both primary and secondary. It is flexible, allowing many forms of data to be stored; samples of work, teacher records, certificates, testimonials from work experience.

Records of Achievement; the Portfolio Model

The portfolio is a means of storing information and evidence of achievement. It can be an envelope, a box-file, a folder of any convenient

and economic container. This portfolio of significant evidence is selected and regularly reviewed by the tutor and student together. The following kinds of material might contribute to this portfolio.

1. Certificated Evidence

This evidence could be of achievement within or beyond school eg GCSE certificates, NPRA Statements of Achievement, sports certificates, road safety awards.

2. Subject Specific

This evidence could be samples of best work, or a record on a skills and experiences checklist devised by the department.

3. Cross-curricular Skills

This evidence relates to general learning areas and skills eg oracy, numeracy, group work skills.

4. Personal and Social Achievement

This evidence could also relate to activities within or outside school and might be verified by adults other than teachers e.g. work experience employers, youth club leaders.

(see diagram in appendix below)

From this portfolio would be extracted a single summary sheet, which would contain the student's own summary of experience and achievements. This would be prepared with the help and support of the school, through Personal and Social Education (PSE), English or Careers. The portfolio would be owned by the student, becoming her/ his property on leaving school. The school would probably retain a copy of the summary sheet in case they receive requests for references. Whether this would create tensions with the concept of 'ownership' has yet to be resolved.

The knock-on implications of Records of Achievement are very powerful. Criterion referenced assessment requires teachers to examine and review the curriculum in some depth. In order to define short-term achievable targets for their students, teachers have to consider carefully the content of a block of work in terms of student not teacher activity.

These targets, or criteria for assessment have to be expressed in clear, de-jargonised form so as to be comprehensible to the young person and to others. This specificity, combined with the precision of language, is more rigorous than norm-referencing where student performance was compared with that of others and a rank order is produced. The move away from norm-referencing, common to most new forms of assessment and accreditation is fairer to students in that comparisons are not made with other students, who may be at different developmental stages. Specific statements about a student's achievements informs as to what the student knows and can do rather than how they have performed in relation to others and their place on a bell-shaped curve of distribution. Student involvement in the assessment and reviewing process suggests a partnership between teacher and student which prompts a re-appraisal of their respective roles and relationships. Specificity of feedback on learning should have a profound effect on student progress and motivation as well as providing challenges to the teacher. Teachers will have to re-appraise their organisation of learning within the classroom so as to allow time to observe and talk to students. Thus, those teachers who already work towards student autonomy and independence in their methodology will find implementing recording achievement easier than those in whose classrooms are very much more teacher directed and teacher dependent. Schools and colleges may also find assessments of some developmental criteria, like oracy and group work skills are best done if teachers work with fewer children for more of the time. A review of assessment may highlight again the problem in most secondary schools that teachers meet too many children in the week to make valid and meaningful assessments on non textual work, and that the timetabled school day is too fragmented for the pupils. In terms of student progression, teachers, Further Education (FE) lecturers, employers and Youth Training Scheme (YTS) managing agents need to consider how they will use the summative record for course/ programme selection and the identification of starting points for further learning. It is hoped that FE

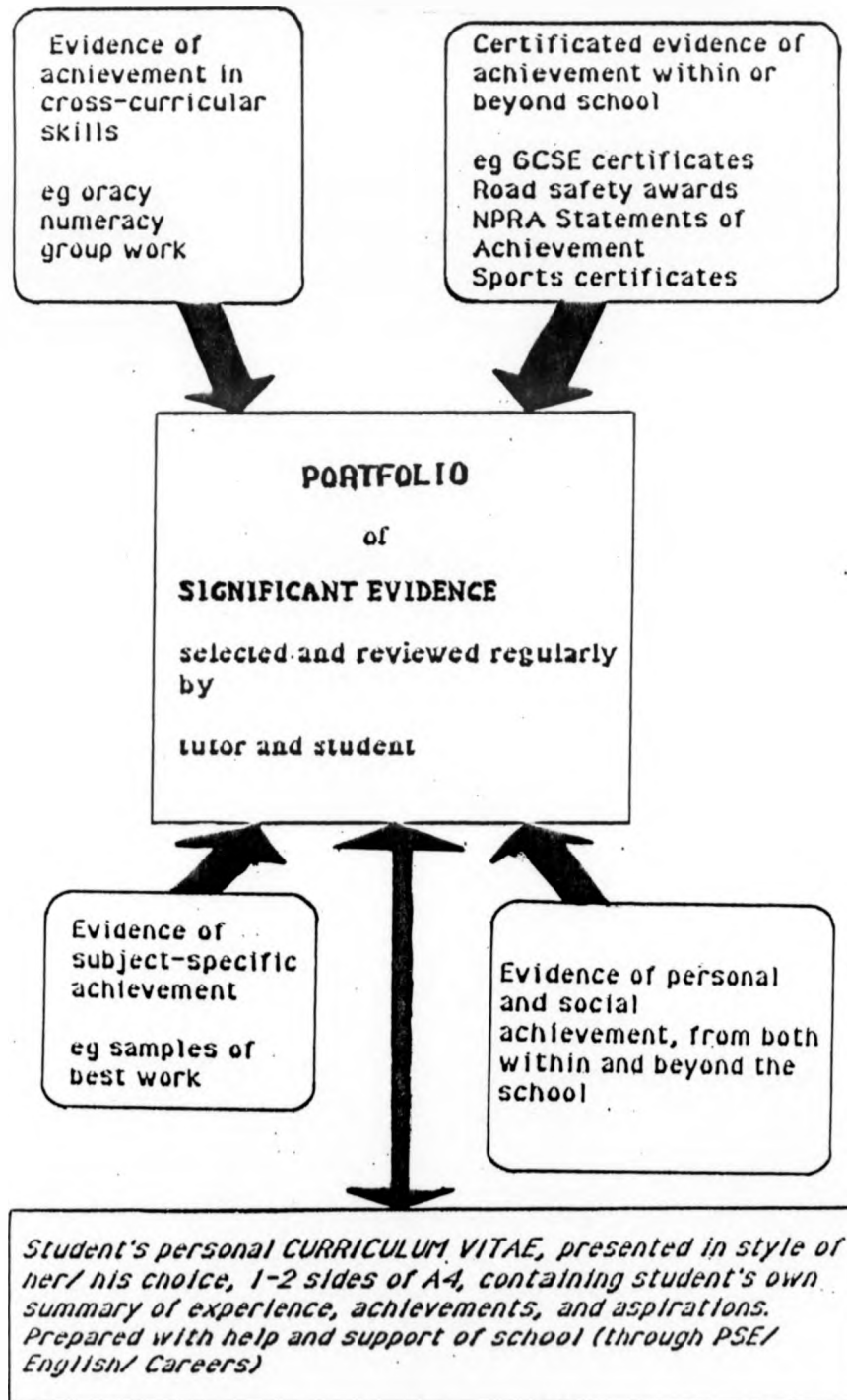
The formative processes are complex and subtle, yet crucial, and include the use of skills not always practiced and developed by teachers and students under the present systems. Records of Achievement could easily become a dull, bureaucratic exercise which could merely be burdensome to teachers without changing existing systems and relationships or improving the classroom experience for the student. The ideal is the increased autonomy and responsibility of the student in the learning process. Equally, teachers should experience growth and job enrichment through being released from the drudgery and unfairness of the present system. They should also become more effective as professionals, when improved relationships and dialogue with students allow them to get closer to the needs of their clients.

In order to reach this ideal while avoiding counter-productive false starts and non-innovative change, a large-scale training programme was required which would eventually reach all teachers and lecturers in the Education Authority. This was a key task for the ADU and the one which faced the author when she joined the unit in January 1985.

This section, has traced the growth of interest in assessment and accreditation in some sectors of education in the early 1980s and has described a brief history of the ADU, the context in which it came to be set up and the nature of its tasks. The purposes and content of Records of Achievement have been outlined along with their links to other educational developments and their potential to bring about change in learning processes, relationships and organisation within the system. This thesis will not discuss the policy of Records of Achievement, but will track some of the processes involved in implementation. This will begin in the next section with an description of the programme design and its rationale.

APPENDIX

Records of Achievement; the Portfolio Model



CHAPTER 2

IMPLEMENTING RECORDS OF ACHIEVEMENT; THE LOGIC OF THE DESIGN

In this section, there is a brief outline of the implementation strategy adopted, together with a discussion of suitable descriptive metaphors. There is then a list of reasons why a 'training trainers' model was adopted and the basic assumptions upon which this choice rested, followed by the rationale for the focus on the whole of the secondary and further education sectors. The reasoning on which the design of the training course was based is then outlined under the headings of length and structure and processes. A key event timetable shows how the whole programme developed. At the end of the chapter is a description of the modes of data collection. Finally, as appendices to this chapter are the actual course programme and two of the training exercises used.

During 1986, the ADU ran 5 major courses called 'Training Trainers for Records of Achievement'. One was for lecturers in the Further and Continuing Education sectors, the others for teachers in secondary schools and sixth form colleges including 2 special schools who have students of secondary age. The basis of this programme was that the ADU would train in some depth a teacher/ lecturer from each of these institutions. The teachers and lecturers would then take on the task of developing Records of Achievement and training others in their own schools/ colleges. They would be supported in this work by the ADU, the Education Development Service and each other through a city wide network of Records of Achievement trainers. These 'trained trainers' would then become 'primary clients' upon whom the ADU would focus a considerable degree of time and resources, but not to the exclusion of other initiatives or training activities.

At first, the idea was to train two people from each institution, on the

grounds that they would be able to support and reinforce each other. This was reduced to one at an early planning stage, on grounds of cost, although some of the larger schools were later offered an additional course place. This training approach has sometimes been called a 'cascade' which suggests a widening waterfall tumbling from its source. This image suggests a one-way process where the content ie the water remains the same and flows in one direction only, top-down. Also suggested in this model is the assumption that quality can be maintained as the training flows outwards and downwards. Another metaphor is that of a 'coffee percolator' where an upward movement follows the descending one, thus enriching the whole through movement and the infusion of the coffee flavour. Although this allows for growth through interaction, there is implicit in this metaphor a cohesion through the container and uniformity in the product of coffee, which changes only in that it becomes stronger. It does not turn into a different blend, or become tea. The programme described below was meant to be generative, to create temporary task groups within a supportive network, which would carry the task to the various outposts where it would take on its own form according to the environment. It was also an inter-active model which would network ideas changing the task-forms in their implementation and the content of the ADU's continuing generative input. The model began as a blend of these and ended up as something closer to a process of evolutionary change involving genetic mutation. (see chapter 10 below)

Why a 'Training Trainers' Model?

This model was adopted after some careful reflection by the two tutors on the previous training experience of the ADU and the professional experience of the co-tutors. It arose from considerations of the most effective forms of training, an assessment of the size of the task and its relationship to the resources available in terms of time and personnel. The following design and rationale, which were devised by the author, is

arranged under the headings of

- a) Task and resource considerations
- b) Effective training delivery
- c) Structures to initiate and sustain change

The reasons for the choice of this design were as follows.

a) Task and resource considerations

1) Logistics

The training task to be delivered involved large numbers of teachers and lecturers. In the secondary sector, there were 37 high schools and sixth form colleges with about 1,900 teaching staff. The tertiary and continuing education service in Manchester is provided mainly through large multi-site institutions and confederations based in three districts, north, centre and south with upwards of 1,200 teaching staff, including many more part-timers. Access to professional staff for training in quality time has always been difficult because it is either gained at the expense of students' education or erodes the teachers' own time. It was clear that a team of 4, from a purely logistical point of view, was not going to make more than a superficial impact in a limited time-scale unless it recruited more trainers to the task from within the institutions themselves.

2) The Need to Change the Role of the ADU in Order to Maximise their Effectiveness as a Resource; a Partnership Between Internal and External Change Agents.

Through this programme, the ADU sought to shift their role in relation to teachers from that of primary trainers to one of consultants to trainers who worked from within their own organisations to implement change. The school/ college based 'trainers' would need on-going support in the implementation, as the task was complex and developmental and all problems could not be anticipated. Support offered by the ADU would be more likely to be effective if the consultancy was informed, focussed on the organisation and its particular needs, rooted in actual practice and at a

stage beyond the preliminary one. The basic principles of Records of Achievement and training methodology would be covered most economically in groups as it was common to all. At the same time the ADU would have opportunity during the training course to get to know the teachers and lecturers. Later, they could be more effective when dealing with specific issues raised by individuals as they were building on an existing relationship and prior knowledge about the situation. The ADU team member was a stranger to the internal workings of the schools and colleges and not familiar with the detail of individual subjects and courses; they were the alien to the cultures of the organisations. Consequently, they saw their best way was to work through one or more interested and informed natives of that culture. These teachers would be familiar with the professional norms, formal and informal structures of their establishments, their networks, histories and developmental stages. Schools and colleges are complex organisations with matrix management structures, transient populations, numerous and shifting idiosyncratic and interlinked variables which only time and membership of the organisation gradually illuminate. It seemed that major organisational developments would be most effectively managed by those who understand the organisation as they are part of it. For all the reasons outlined above, the ADU favoured a training trainers model, which proposed working with a small group quite intensively, and providing individual consultancy after-care, rather than working superficially with large numbers of clients whose work was not necessarily rooted in organisational development.

3) The Need for Practitioner Participation in the Task Design

There is no 'blueprint' for Records of Achievement. There existed at the time a set of guidelines and principles in the 1984 Government Policy Document and some small scale pilot experience, which tended to be limited to the 14-16 age range and low achieving pupils. Thus, the teachers had to create the task design in the first instance because there was no

proven system available to be cloned or adapted. In addition, many task designs would be required for a single institution, which would need to be formulated by the subject specialists themselves. A format which might suit mathematicians was unlikely to be transferable to art or English. Moreover, in order for a set of criteria to be meaningful to a group of people, in this case a subject department, they need to be expressed in a wording acceptable to all and conveying broadly similar meanings. If the teachers are not clear as to the meanings, they cannot explain them to the students and will be applying different standards according to their idiosyncratic interpretations. This has been a problem for teachers who have adopted a format devised by someone else and argues against such instruments being produced by Examination Boards. The experience and practice within the author's knowledge, suggested that systems have to be devised within context. Schools and colleges, vary in their clientele and internal systems; where they draw subject boundaries, how they organise groupings and the modes of delivery for the academic and pastoral curricula. Each separate organisation had targetted slightly different sections for development energies and resources, and had their own focuses for concern. Thus for one school they might wish to know about Records of Achievement because they were involved in the Alternative Curriculum Strategies, for another the Technical and Vocational Education initiative and for a college of Further Education, they might be interested in access and admissions or profiling on the Youth Training Scheme. Therefore, the general principles of Records of Achievement had the potential to be applied in as many different forms as there are contexts, needs, and interested teachers. There were no 'tablets of stone' to be handed down from on high, only the tools and some training in sculpture.

Credibility was another reason for engaging practitioners in the designs for implementation. Even if 'tablets of stone' had been available, they would probably have been viewed with justifiable suspicion if they had emanated from anywhere but classroom practice. The designs had to be

workable and be seen to be workable. As the ADU personnel became increasingly distanced from classrooms, they faced a credibility gap with teachers listening to messages seeming to come from an 'ivory tower'. There was a real danger that as the ADU became distanced from classroom reality, they might create, in laboratory enthusiasm, the kind of machine seen at Ideal Home Exhibitions and never again _ because in practice it did not work and people did not see a need for it. One of the anticipated spin-offs from the programme was the generation of examples of good practice, which could be disseminated around the city and used in future training sessions.

The other major reason for a participative approach was to generate commitment. The development experience of the ADU members suggested that teachers were more enthusiastic about projects they 'owned'. That is when they had voluntarily involved themselves in the design of the innnovation, the teachers were more likely to carry it through to implementation. Participation both harnessed creative energy and induced responsibility for a successful outcome. The experience of the growth of the unit credit system, outlined above, was recent evidence for this assumption.

4) Congruence of the Process of Implementation with the Task Content

In addition to the practical considerations outlined above, participative approaches to task design were congruent with the content and purposes of Records of achievement, which aim to increase the participation of young people in their assessment and the design of their learning. This, it is hoped, will lead to more satisfied and motivated students working towards goals they understand and have helped to set.

b) Effective Training Delivery

1) Multiple Tasks Required Extensive Training

The nature of the implementation tasks, which were technical, curricular and managerial demanded a training programme which allowed for depth

as well as breadth. Records of Achievement alone involve many issues of philosophy, practice, organisation and relationships. In addition, the teachers were going to be required to lead change in their schools/ colleges and train others. This was likely to be a difficult and complex task. It was anticipated that organisational innovation on this scale, would probably be beyond the experience of at least some of the participants, and probably the majority.

2) The Innovators Needed to Gain a Clear Vision of a Complex Initiative

The tasks involved were multi-layered and largely involved venturing into unknown territory as there was little significant developmental experience nationally, at that time, upon which to draw. This suggested a longer, systematic and more coherent training programme than those previously mounted by the ADU which had ranged from half an hour to at most a residential weekend. Short sessions meant the ADU could focus on a narrow topic only. There was a concern that teachers might begin to innovate when no-one in the school had the overall vision of the task in all its complexity and subtlety. It was felt that overcoming false starts from inadequate training might prove to be a major problem or difficulty, which the tutors wished to avoid. (see case study 10, chapter 7 below)

3) Structure and Opportunity to Accommodate the Diverse Needs of Individual Group Members

A long course, spread over several weeks would give more opportunity to ensure that the training suited each individual for their own circumstances. Another problem with running single sessions had been the difficulty of meeting the range of needs within any group. This was because self-nominated groups were often mixed in terms of experience, status and developmental stages. The time and brief acquaintance on short courses made it difficult for the trainer to understand these needs and adjust the course appropriately.

c) Structures and processes to begin and sustain change

1) The Need to Link Training with Organisational Change

Such an investment of time and resources could only be justified if the training was going to lead to innovation with tangible results. That is if the trainer was released with the encouragement of their institution and for an identified need linked to the school/ college policy. At the inception of the project, professional development tended to be delegated to the individual and the connection with the work of the institution might be tenuous. Individual teachers chose to go on courses because they related to current classroom or organisational tasks, or their own future professional development. Sometimes a teacher might be asked by a line manager to go on a course which was regarded as relevant, and occasionally they might be asked to report back when they returned or asked to share the course with colleagues. The patterns of responsibility to the institution were variable and rather ad hoc. It was hoped, by the tutors that a city-wide programme, where teachers and lecturers were recruited 'top-down', would encourage awareness of the innovation within the institutions and forge some connection between the training and curriculum development.

2) The Need to Train those with Authority to Act and Innovate

The teachers who had attended ADU courses previously were often personally convinced of the value of the innovation, but lacked the status and authority within their own organisations to effect change beyond their own classrooms, and without institutional support were often vulnerable to failure. Change on this basis would be slow and possibly counter-productive.

3) The Need to Build a Network Structure to Sustain Change

The task of fully implementing Records of Achievement will probably take 5-10 years. It necessitates a structure for follow up, support and dissemination of ideas and good practice, thus sustaining the innovation and momentum. The ideal was a network of chalk-face innovators interacting and generating activity among themselves. The ADU contribution would

be integral but not pivotal. Far from the trainers becoming dependent on the ADU for their 'aftercare', the ADU would be kept up to date with new developments and the realities of classroom practice.

The design was based upon the following assumptions;

1) A group of teachers in 11 days could gain the information, skills and confidence to take on a trainer/ change agent role in Records of Achievement.

2) The teachers 'recruited' from schools and colleges would be competent and committed to the task.

3) These teachers would hold the regard of their colleagues, the ascribed status in their organisations and existing workload which would allow them to take on the extra cross-institution role. It was essential that they would be given the necessary authority to act by their own heads and principals.

4) The task of recording achievement would be appropriate for the clients of that organisation and would be of some benefit.

5) The climate and circumstances within the organisations would allow change.

6) The momentum behind the Records of Achievement movement would be enough to support the efforts of a small number of trainers.

7) The tutors Christine Ogilvie and Ruth Sutton would be able to carry out the task, delivering quality training and effective leadership.

8) There would be on-going funding and resources to support the change programme and meet the expectations raised.

Why Secondary and Further Education?

The decision to locate the programme in the secondary and further education sectors in their entirety rested on considerations of existing developments outlined below. In the event, the programme was funded from monies directed at the provision for 14-19 year olds. This, however, was a fortunate conjunction of events rather than a reason for that choice.

In 1985, when these proposals were being considered, there were many related developments in the 14-19 provision; NPRA unit credits, Alternative Curriculum Strategies, the new General Certificate of Secondary Education (GCSE) and on the horizon, TVEI. Schools and colleges were becoming increasingly aware of a 14-19 continuum in education and the need to build links so as to ensure effective transfer for students at 16 and progression in curriculum. Records of Achievement were seen to have a key role in this. It was logical for the ADU to work incrementally to existing developments rather than begin in new areas.

Developments in assessment and profiling tended to be taking place in new composite courses, notably the Alternative curriculum and City and Guilds Vocational Preparation (General) 365. These courses were generally for students of average or below average ability. Although Records of Achievement were clearly intended in the DES policy Statement (1984) to be for *all* students. There was little development within subjects, except that within the MAP framework, and a real need to explore and demonstrate the value of these processes for more able young people. It was therefore important to include schools and colleges with an 'examination' orientation as well as the inner city schools who might more immediately recognise the need to motivate students and accredit a broader range of educational achievement than the narrowly academic.

A further consideration was that, there were 186 primary schools. It was decided by the ADU in their design, that a 'training trainers cascade' model would not be as appropriate for bringing about change in this sector because of the large numbers of individual organisations involved. In addition, there was at that time (early 1985) a working party, which included members of the ADU which was developing guidelines for the transfer of information about pupils in the transition from primary to secondary schools. This document would contain policy on assessment and recording from which Records of Achievement would develop. It was decided to leave training in the primary sector until this new policy was

clarified and endorsed by the Education Committee.

The tutors, decided, after discussion with the inspectorate, to include teachers from 2 special schools who had secondary age pupils together with members of the Education Development Service (EDS), as it was anticipated that they would be involved in ensuing work in the schools. The EDS consisted of teams of advisory teachers responsible for various aspects of curriculum development and were organised into three district bases.

The two tutors who were to run the programme had secondary and sixth form college teaching experience but no primary working practice to draw upon. This problem was solved when in April 1987, a primary teacher joined the ADU to carry out a training programme in that sector. This teacher's direct experience provided greater credibility with the teachers in this sector.

The Design of the Training Programme

a) Length

The programme was designed within 9 full days plus a residential weekend spread over a period of about 8-9 weeks. In addition to factors outlined above, the specific rationale for this length and structure was;

- 1) The teachers as trainers needed the time to explore and evolve their new work-roles as trainers of colleagues and developers for Records of Achievement in and beyond their own classrooms.
- 2) Course members would need time to 'own' the tasks and relate them to their own contexts through being able to absorb information and ideas. There were multiple tasks involved at different levels in the organisation; classroom practice, policy making and implementation, training and consultancy. Some of these might relate to their existing experience, tasks and roles, others would probably not.
- 3) The author felt it was important that trainers should undertake 2 practical tasks within the programme. One was a classroom-based pilot

project to test out some aspect of recording achievement with their students. The other was to plan and run a training activity for a group of colleagues. Ideally, both of these would be completed within the timescale of the programme so as to allow for reporting back and sharing of experience with the rest of the training group.

4) The course length was designed to build a positive and empathic group climate which proved to be significant in relation to the task. This was partly to increase the depth of sharing and learning in the group and to built on-going support networks. The tutors also set out to make the course as enjoyable as possible so as to enhance the learning, encourage positive attitudes and sound working relationships for the future. In addition to task needs, the programme sought to anticipate the human needs; satisfaction and defence against anxiety. Given the nature of the role of change carriers, these needs, particularly the latter might not be met within the teachers' organisations. This could be especially true when the process of change itself is the source of the anxiety. It might not be appropriate for the 'teacher in trainer role' to share their uncertainties or feelings concerning difficult relationships with colleagues whom they are leading into the development. The ADU tutors sought to get to know the teachers as individuals as well as professionals, building a relationship which would support later developmental activity. The length of the course, the fostering of a positive group climate through participation and collaborative activity were elements of the design which allowed teachers access to supportive relationships with wider groups of colleagues, external to their own organisations but sharing a common task. The structure of the Records of Achievement network was a formalised manifestation of these support systems. Many informal alliances would no doubt arise and did.

Miller and Rice (1967) discussed this aspect of organisations as 'sentient' systems. Sentient was the term they used to refer to "that system or group that demands and receives loyalty from its members" (page xiii)

'Sentience', they use to mean "the condition or quality of being sentient". This design aimed for a degree of coincidence between task and sentient groups. The commonality of task, the length of time spent together and shared experience was to form each training group into a sentient group. These groups disbanded formally at the end of each programme and group members carried the task to their own organisations. However, the loyalty, affiliation or sentience continued to connect them to some extent to colleagues in other establishments and the ADU.

5) The length of the course was also designed to build commitment to the task, both through engaging intellectual interest, the forming of relationships and participation in pilot work and the course content.

b) Course structure and processes

1) Tutor/ Participant Roles

The training programme was divided into 2 parts. Phase 1 was heavily structured and tutor directed. It was didactic and experiential, aimed at raising awareness of the issues and understanding of the technical details of Records of Achievement. Concurrently, phase 1 built a positive group climate and openness to learning. The tutors structured opportunities for the group to become acquainted with each other and themselves, both formally and informally. The aim was to make the course enjoyable without trivialising the content. The residential weekend was designed to be a turning point in the relative roles adopted, the group members taking on, for a short while, the role of 'tutor' or in-service trainer. The content of phase 2 was less pre-determined, allowing for negotiation around individual and group needs with feedback of practical experience. The tutors worked at lessening the dependence of the group members, encouraging the 'trainers' to take initiatives for change both in the course structure and in their schools and colleges and sharing the responsibility for the course input, course content and support of colleagues. (see diagram on next page)

Tutor Role		Participants' Role
PHASE 1	Didactic/ Controlling	Learner
RESIDENTIAL WEEKEND		
PHASE 2	Consultant/ Facilitating	Change agent role Consultants to each other

2) Modelling of Processes of Records of Achievement

This aspect of the design was a conscious attempt to model the processes of recording achievement throughout the course; the active learning and negotiation of content around needs, were a way of modelling for the teachers, an approach to working with young people. Review and target setting were built into the programme, and there was flexibility in phase 2 to accommodate negotiated goals. Teachers on the course were offered the opportunity to negotiate a transcript of their learning and achievements on the course for their own future reference. Later this was formalised into 'unit credit' for teachers, which modelled the NPRA initiative and was validated by Manchester Polytechnic. (see chapter 3 section 4 below) In these ways, some of the content of the course was carried experientially through the processes.

3) Modelling of Approaches to Training

In addition, the tutors were modelling the processes of training; needs were checked out and the course adjusted where necessary, a contract was made with the group on confidentiality in order to allow freedom and thus deepen the discussion. The sharing of the participants' experience was encouraged and practitioner experience was brought in from outside the group. There was a blend of information input and active learning and the

tutors were available by arrangement for individual consultancy. The programme design was geared to action in implementation and bringing about real change in the classroom practice and school/college processes. Activity- based learning methods seemed most appropriate. To this end, the classroom based pilot and field work were the key, designed to heighten individual and group awareness and group 'ownership' of the task. Therefore the fieldwork encouraged the individual teacher to make the first and most important steps; ie to try out some aspects of profiling with their students and to run a training session themselves. The feedback from these sessions facilitated the group process by sharing the responsibility for leadership with the group members. This modelled processes of student involvement as well as a participative approach to change.

4) Modelling of Participative Approaches to Change

Participation in this innovation was necessary to find workable designs across a range of specialist subjects and dimensions and also to generate commitment among colleagues. It has been seen above, (chapter 1) through the rapid growth of the NPRA unit credit scheme, that many teachers were interested in a scheme where they could design their own units for accreditation. Although teachers could use already validated units, on the whole, they preferred to write their own. Each subject area would need to define their own assessment criteria and organisation in order to deliver Records of Achievement. The trained trainers would, therefore, be acting in their institutions in a similar role to the ADU personnel. That is, they would work to raise awareness of the innovation and influence policy; acting in the first instance as a trainer and then as a consultant to subject or pastoral teams as they worked to find ways of implementing the task. Feedback would hopefully encourage further work and raise new expectations in students and colleagues which would, provide momentum for carrying Records of Achievement forward.

The teachers and lecturers were required in the course to undertake a

classroom pilot using some of the techniques introduced on the course. They were to choose a group with whom they felt comfortable and try something new, however small. The rationale behind this was that it made participants take the first and probably the most important step. It would help them avoid a 'do as I say not as I do' trap, it would enrich the course through the feedback on the practical outcomes. Hopefully a positive and encouraging experience of change would occur, thus leading to further progress.

5) Building a Supportive Network

Finally, the idea of each group becoming part of a city-wide network was introduced at the beginning and referred to frequently. This training programme was intended to be a rolling programme which would grow and have a capacity to develop and change. This, along with NPRA and DES perspectives, helped reassure the teachers as trainers when they became anxious about the size and scope of the task by emphasising membership of a larger movement supported by LEA legitimacy.

The author of this text worked within the ADU from January 1985 till December 1986. During that time, she set up and managed the 'Training Trainers Programme for Records of Achievement', which included follow-up consultancy and the organisation of the network for support and dissemination.

Key event timetable

September 1984	ADU team of 3 begin work
January 1985	Author joins ADU team
March 1985	Teachers industrial action begins in schools
May 1985	One day conference for headteachers on Records of Achievement
July 1985	Meetings with inspectors about a training trainers programme.

September 1985	Discussions about funding. Manchester Education Committee state that in-service training should cease owing to the industrial action.
October 1985	Programme is re-drafted for Further and Continuing Education. Meeting with FE stage inspector is followed by meeting with FE principals. Recruitment begins for this course.
November 1985	TRIST (TVEI related in-service training) funding becomes available to fund all costs of programme, including release of staff for training.
January- March 1986	FE/CE training group in session.
March 1986	Discussions with Senior Stage Inspector about recruitment of secondary group
June- July 1986	Secondary training groups A and B in session
September- December 1986	Secondary training groups C and D in session
December 1986	Author leaves ADU

The Development of the Network

May 1986	Network meeting for FE/CE group
October 1986	District based network meetings
November 1986	City-wide network meeting
February 1987	District based network meeting
March 1987	Residential conference for whole network

Data Collection

Data for this thesis has been gathered from a variety of sources.

a) The Author's Perceptions and Observations

Field notes were kept by the author throughout the programme. The author's observations and interpretations were recorded after each training session, in the form of written notes or tape recordings. These also included the perceptions of the co-trainer, obtained from informal discussion or as part of the planning and review sessions which were structured into the programme. These notes were written in narrative form at the end of each course. In addition, notes were taken, by the author, at all network meetings as trainers reported progress and raised issues.

b) Developmental Documents

Documents were gathered from the development and running stages which provide data on the stages of design, approval and recruitment. Dates of meetings were recorded and brief notes were kept as to content and decisions made.

c) Participants' Contributions

Participants were asked on the first day to write a statement about their perceptions of Records of Achievement together with their hopes and anxieties about the course and the task before them. At the end of the course, they used these as benchmarks to assess their own progress and evaluate the course. Some trainers wrote accounts of their pilot and field work, copies of which were kept for this research. Samples of training materials and recording systems devised by the teachers during the course, were also collected.

d) Post-course Questionnaires and Follow-up Interviews

A questionnaire was sent to all the trainers still in the LEA network in June 1987. These returns provided considerable self-reported data. The author followed up some of the questionnaires which demonstrated more

advanced stages of implementation (see chapter 7 below for case studies), by contacting individual trainers to check details and gain more information. This information was recorded by the author during or immediately after the interview. Further relevant data came from institutional reports on progress.

e) GRIST Submissions

In-Service training in education, has for many years been largely ad hoc and unplanned in relation to organisational developments and priorities. The introduction of Grant Related In-Service Training (GRIST) outlined in DES circular 6/86, published in 1986 sought to remedy this. In order to qualify for funding LEAs and each educational establishment would be required to draw up institutional and curriculum development plans, and specifying supporting staff development. A key requirement is consultation and each institutional bid must show how the staff have been involved in the process of identifying priorities.

In June 1987, each school and college in the city was required, under GRIST, to produce for the LEA, after staff consultation, a plan for curriculum development for the next academic year, showing a staff development programme to support it. These were made available to the author for her research and provide data as to how institutions had absorbed and prioritised assessment and Records of Achievement, six months after the end of the programme.

f) External Evaluation

Data also came from three sources of evaluation which were external to the LEA. A lecturer from Sunderland Polytechnic was invited by the author to look at reactions to the training programme itself. A development Officer from the North West Regional Advisory Council (NWRAC) was invited by the LEA to evaluate its TRIST programme and paid special attention to this which was the largest single project. The third external evaluation was drawn from the perceptions of two members of Her Majesty's Inspectors (HMI) who came to Manchester in

March 1987 to see the work of the ADU.

This section has described the rationale behind the choice of a 'training trainers' model for the implementation of Records of Achievement. The reasons for the choice of the 'training trainer' model cluster under 3 main headings. In the 'task and resource considerations' section there was the consideration of the large numbers of professional staff who had to be reached in relation to the personnel available; hence the consequent need for the ADU to increase its basic level training capacity with more recruits. In terms of delivery, a partnership between internal and external change agents seemed the most effective way to bring about lasting innovation and workable task designs. Within the area of effective training delivery the ADU opted for homogenous groups exposed to training for a sufficient length of time to absorb and understand the multiple tasks in a degree of their complexity. Finally, the ADU training experience has demonstrated the difficulties of meeting specialised needs on short training sessions or investing time in individuals who had limited degrees of authority to implement change. The link needed to be made between training and change within organisations. Again, working from experience, the ADU felt that schools and colleges should nominate to the course someone with authority to carry the innovation forward to the next stage. Finally, the ADU recognised the need for 'aftercare' not dependent on themselves and the need to form structures to disseminate workable task practice. The network was designed to provide this.

There were a number of implicit assumptions in this if the model was to succeed. The status and competence of the teachers recruited, the climate within the organisation and resources were all being beyond the control of the ADU. The tutors took full responsibility for the quality of their own work and invested considerable planning time before and during the programme.

Existing developments suggested the initial training focus should be in two sectors, the secondary and Further Education. The reasons for the

design of the programme were outlined under 2 sections. The relative length of the course, (approximately 8 times longer than previous ADU courses) was justified in terms of the need for trainers to learn to take on new tasks and roles, carry out practical work and for tutors to generate a positive group climate for learning and task commitment. There was built into the course structure and process design a deliberate shift in tutor and participant roles which hinged around the residential weekend. The tutors sought to model the processes of Records of Achievement in the course, together with approaches to training. The building of working and social relationships upon which to found the network was another common thread.

After a key event timetable were described the methods of data collection, which included the author's fieldnotes, development documents, contributions from participants including follow up post course questionnaires, GRIST submissions from establishments and evaluation from sources external to the LEA.

The following two sections deal with the implementation of the programme. Chapter three looks at the preparation stages of authorisation, recruitment, course content and accreditation. Chapter four describes the actual training and the development of the network .

APPENDIX 1

The Training Trainers Programme (Secondary)

Note. The FE programme was broadly the same in content and structure. The main difference was that the Senior Secondary Inspector was not involved.

Phase 1

Day One

Introduction of tutors and group members.

Introduction to course and course administration.

Contracting on confidentiality.

Lecture input; introduction to Records of Achievement_ the national, regional and local background and developments. Basic principles of recording achievement.

Written statement on expectations, hopes and anxieties

'What is profiling?' an exercise to check and share perceptions.

Practical experiential exercise 'The Clapping Game' devised by the Counselling and Career Development Unit in Leeds. (see appendix 11 below)

Day Two

Lecture input; developments in assessment and accreditation, common principles, how all the separate initiatives fit together.

ADU training video 'The Mickey Mouse Story' looking at assessment, recording and reporting procedures in secondary schools, followed by group discussion.

Practical experiential exercise 'Constructing a Cube'. (see appendix 111 below)

Day Three

Lecture/discussion from the Senior Secondary Stage Inspector 'Secondary priorities and the place of Records of Achievement'.

ADU training video 'The Traffic Survey' which raises issues of student involvement in assessment, the assessment of active learning and the roles of teacher/student in negotiated projects.

Lecture/discussion input from TRIST (TVEI related in-service training) co-ordinator for the LEA about funding available to support post-course development and training work.

Introduction to the rationale of the practical classroom project

Lecture/ discussion on some aspects of Management of Change.

Residential

Day One

Practical exercise on the role of the tutor in assisting student self assessment

Day Two

Identification of training issues of concern to individuals. Formation of working groups based on clusters of these issues

Group work to design an experiential training exercise to highlight an issue of their choice connected with recording achievement and assessment

Presentation of group work. Each group takes the rest of the course through their exercise and gets feedback.

Day Three

Reflection exercise through pictures to show 'snapshots' of feelings about future tasks . Sharing of these with the group.

Group target setting agenda for phase 11

Outline of fieldwork task ie the training exercise, and issues for planning

Phase 11

Day 1

Input and practical exercises on reviewing. ADU training video on reviewing

Recording systems

Feedback from pilot projects

Day 2

Input / discussion / practitioner input from visiting trainer and teacher
from another LEA

Issues as identified by the group

Feedback from pilot projects

Day 3

Issues as identified by the group

Feedback from pilot project

Day 4

Issues as identified by the group

Feedback from pilot project/ training session

Day 5

Nominal training day

Day 6

Feedback from training days

Evaluation of course and target setting

APPENDIX 11

CCDU exercise used on the programme , 'The Clapping Game'

RECORD/ASSESSMENT SYSTEM EXERCISE: THE CLAPPING GAME

The Objectives

The exercise is designed to

1. provide an experience relating to different types of recording/ assessment system;
2. focus on the concerns of students as they experience the different types of recording/assessment system;
3. raise awareness of the need to involve students in their own assessment in order to decide the most appropriate area for learning;
4. raise awareness of the attitudes involved in assessment;
5. raise awareness of the skills required by the teacher in involving students in their own assessment/learning.

Materials required

Newsprint

Pens

Acetate sheet

What to do

- a) Ask for 6 volunteers.
Explain when asking that they will not be asked to do something that is at all threatening. They will be asked merely to perform a task, (that being a clap), in order that a group may assess that activity. The clapping itself is not significant. It could be any activity. The clapping is merely an activity. The important aspect is the processes involved in assessing.
- b) Ask for five further volunteers who will act as an assessment panel.
- c) Those who are left are instructed to act as observers. To note any issues that arise in the course of the exercise which they believe are relevant.

Explanation to

- a) The six volunteers
 - You will be asked to perform a single activity i.e. to clap
 - Please be aware of any thoughts or feelings you have
 - i. before performing
 - ii. whilst performing
 - iii. during the assessment period.

b) The Assessment Group - to sit together in a circle
THE TRAINER TO DECIDE THE ORDER OF APPEARANCE

PARTICIPANT 1. - NO RECORDING, REVIEWING OR ASSESSMENT INVOLVED

No. 1. is asked simply to perform a clap. When he/she has performed the clap he is asked to sit down and ignored for the rest of the exercise.

PARTICIPANT 2. - TRADITIONAL RECORDING, WITHOUT FEEDBACK.

No. 2. is asked to clap. On completion of the clap the performer is asked to leave the room.

The assessment panel are asked to assess the clap on a Scale from one to five, (five being the highest) using their own set of criteria. An average is taken but not given to the performer.

The performer is asked to return to the room and to sit down. No feedback is given and the performer is ignored for the rest of the exercise.

PARTICIPANT 3. - TRADITIONAL RECORDING, WITH FEEDBACK.

No. 3. is asked to perform a clap. On completion, asked to leave the room.

Assessment panel asked to assess the clap using their own set of criteria on a scale from 1-5 (5 being the highest).

An average score is taken. Written on a piece of paper the score is then given to the performer on his return into the room. No other feedback is given.

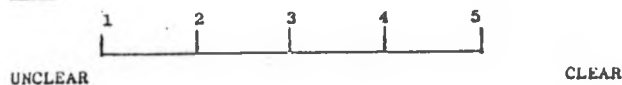
PARTICIPANT 4. - PROFILE ASSESSMENT IMPOSED BY A NATIONAL BODY MERELY AS AN ASSESSMENT INSTRUMENT.

No. 4. is asked to perform a clap. On completion, asked to leave the room.

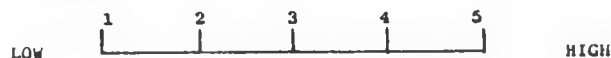
Assessment panel given the 'National Profile'. The panel asked to assess the clap on a given set of criteria. An average score is recorded for each criteria

NATIONAL PROFILE

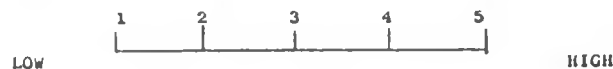
tone



creativity



initiative



appropriate



The profile is given to the performer and told that the panel hopes it will help them gain employment. No further feedback allowed.

PARTICIPANT 5. - PROFILE ASSESSMENT USED AN AN ASSESSMENT INSTRUMENT, BUT INVOLVING THE ASSESSMENT PANEL IN GENERATING CRITERIA.

No. 5 is asked to perform a clap. On completion asked to leave the room. The assessment panel told that the National Profile was not totally suited for their institution. The panel had decided to develop their own set of criteria. The profile needs to go to the printers before the end of term, therefore a time limit of 15 mins is given. The panel will need to have, in that time, at least four criteria.

An average score for each criteria is then recorded on the profile. The performer is asked to return to the room, given the profile and told that the panel hopes it would be useful not only for gaining employment but in their leisure time.

PARTICIPANT 6. - EXPLANATION

No. 6 is informed that s/he is to be involved in something called 'Trainee Centred Reviewing'. It is hoped that by being involved in the process it will help the 'institution' up date what it is doing and help the student to know how they are doing.

No. 6 will be asked to perform an activity i.e. a clap, but before s/he provides that activity it would be important to explain the reason why the activity is believed to be significant. The teacher may wish to explain along the following lines

"Clapping is important in terms of developing within a job, because you may be for instance, invited to the firm's dinner. The Managing Director may, at that dinner, give a speech at which you will have to show your appreciation. To clap well on these occasions is important as there may be people who are impressed by your ability to clap and who may be in a position to advance your job prospects.

Not only is clapping important to your job it is also important in your leisure time. To be able to clap well at concerts etc. is useful."

The teacher may then ask the student:

1. "What experience of clapping have you had in the past."

(The teacher would find it useful to draw observers attention to the definition of T.C.R.

"T.C.R. is a process by which young people are encouraged to say things about themselves relating to past experiences, present situations and feelings future potential, needs and expectations." - see the project report 'Trainee Centred Reviewing'

and ask them to monitor the process the student is going through.)

2. "Think of a situation in which you want to develop your clapping for instance at a concert, football match etc."

On thinking of a situation the student is asked to look at what s/he wants to develop in their clapping for that occasion, e.g. at a football match the student may want to clap to a rhythm; in a crowded situation s/he may want to make the most noise within the least amount of space etc. etc.

The teacher records the areas the student wants to develop in his/her clapping. The teacher would also find it useful to draw on further

criteria from either the local or national profiles. The importance at this stage of collecting areas for development from the student and criteria for assessment from the local or national profile is that TCR is a collaborative process. It does not leave all the responsibility for generating criteria with the student but recognises the contribution of staff. TCR is a collaborative process which means that assessment is done with the student in order that in the future s/he takes responsibility for their own assessment.

The student should now know that s/he is looking to develop his/her clapping in a context with certain areas that s/he, in negotiation with the teacher, has agreed to and understands. It would be helpful if the teacher, before the student claps, goes through the context and areas for development with the student in order that s/he understands what is going to be analysed. At this point it is useful for the teacher to explain the process of assessment. The student is asked to:

- 1/ clap
- 2/ say how they felt about the clapping on its completion.
- 3/ make a comment or mark on each area s/he has highlighted on the record/profile of his/her clapping, e.g. I think I got the rhythm right or I think I scored five on volume.

The assessment panel are then asked to give feedback to the student on how they experienced the clapping. The assessment panel may either/or give comments or scores based on the negotiated record/profile instrument.

The teacher then goes through these stages, as outlined above, with the student and assessment panel. On completion of all stages the teacher highlights, in a positive way, where the assessment panel rate the clap higher, where they agree and where the panel believe they can develop the students clapping whilst on the scheme. (N.B. all statements are positive.) It is explained that the document is confidential. The property of the student and to be used at the next meeting to highlight further areas for development and to establish an individualised learning programme.

PROCESSING - IT IS ESSENTIAL THAT EACH STAGE OF THE EXERCISE IS EXPLAINED E.G. PARTICIPANT ONE ASKED HOW S/HE FELT ETC. AND THEN TOLD YOU WERE PART OF AN ASSESSMENT PROCESS WHERE THERE WAS NO ATTEMPT TO REVIEW THE EXPERIENCE ETC.

EXPLANATIONS

PARTICIPANT 1. - NO RECORDING OR REVIEWING

Ask participant 1 how s/he felt.

1. before clapping
2. during clapping
3. after clapping
4. now.

Then teacher may reinforce general learning point.

No. 1 experienced a situation where an experience was not reviewed. Where this is the case it often leads to a loss of potential. By not reviewing the act of clapping the student did not establish whether there was potential in the activity. This not only relates to clapping. Tony Buzan in his book "Make the most of your mind" points out the importance of reviewing in Biblical terms.

"By him that has much knowledge, new knowledge shall more easily be gained; by him that has little knowledge and does not review, new knowledge shall be difficult to acquire, and the little knowledge that he does have will tend to be forgotten."

Students on completing an experience which was not reviewed had difficulty in understanding the relevance of that activity, what they had gained or learned and where it may be transferred into other areas. Reviewing is a process where learning is made explicit, and is therefore a vital part of the learning process.

PARTICIPANT 2. - TRADITIONAL RECORDING SYSTEM WITHOUT FEEDBACK

Ask participant 2. how s/he felt.

1. before clapping
2. whilst clapping
3. during the assessment period
4. about the assessment panel
5. now

1. Reviewing points. - If the student was part of the task would it change the way the activity is performed?
2. General learning points
 - a) Often people who are not part of an assessment process neither understand,
 - i. why they are performing the task
 - ii. the standards expected when performing the task.
 - iii. the criteria involved in assessing the task

- b) Students often wanted to please by performing well in not knowing they could have fulfilled all the criteria for their performance the final assessment often left them feeling either rejected or rebellious.

PARTICIPANT 3. - TRADITIONAL RECORDING WITH FEEDBACK

Ask the participants how s/he felt

1. before the clapping
2. whilst clapping
3. during the assessment period
4. about the assessment panel
5. how s/he feels now
6. now how it felt to be given a score

1. Reviewing points.

- i. What does the score mean?
- ii. Who does the score have meaning for?
- iii. Where does it have credibility?

2. General learning points. People often establish a marking or grading system which involve criteria that are not communicated to the recipient. The only way a student has any way of understanding the grade is by comparing the score with other scores in their group e.g. student A gains 2.5 out of 5 whilst student B gains 2. It may be that student A would continue to score 2.5 so long as student B scores 2. Student A may not look to developing his/her full potential: that being a score of 5. A scoring system that uses A-E or 1-5 has implications for the membership structures within a group. The scoring system can create, if not clearly understood by the student, a dynamic which often diminishes the achievement of a students' full potential.

PARTICIPANT 4. - PROFILE ASSESSMENT IMPOSED BY A NATIONAL BODY MERELY AS AN ASSESSMENT INSTRUMENT.

Ask Participant 4 how s/he felt

1. before clapping
2. whilst clapping
3. during the assessment period
4. about the assessment panel
5. on receiving the profile
6. now

1. Reviewing points.

- i. what does it mean to the student to be provided with a profile without consultation?
- ii. what could be done to make the document more meaningful

- iii. what are the benefits for having a national profile
- iv. what are the disadvantages of using a national profile

2. General Learning Points.

- i. National bodies concerned with profiling would never consider imposing the system on institutions. If however Profile Assessment is merely seen by institutions as a development of existing assessment instruments it becomes nothing more than an improved report. If it is used as a basic learning process as well as a summative record it becomes a major educational innovation.
- ii. The criteria on the profile were developed by Barbara Pearces' daughters Amanda and Nicki aged 11-13. In using this exercise on a number of occasions these criteria to date have never been questioned.

PARTICIPANT 5 - PROFILE ASSESSMENT WITH CONSULTATION

Participant 5 was asked

How did you feel

- 1. before clapping
- 2. whilst clapping
- 3. during the assessment period
- 4. about the assessment panel
- 5. on receiving the profile
- 6. now

1. Reviewing points

- i. what did it mean to the student to be provided with a profile without consultation
- ii. what did it mean to the staff to be involved in producing a profile
- iii. what would have made the profile more meaningful
- iv. what are the advantages of having a locally produced profile
- v. what are the disadvantages of having a locally produced profile

2. General Learning Points.

- i the production of a local profile usually takes longer and often the student is left waiting outside for a greater length of time. Any system of profiling which involved students does take more time. This has obvious implications for staff and institutions.
- ii. The group will generate a number of criteria. Often the criteria generated is influenced by the preceding national profile.

- iii. The group often do begin to make explicit the criteria they have been using at a previous stage and not communicated to the student.
- iv. The acceptance of criteria is often not provided by their appropriateness but relates to other factors e.g. group dynamics.
- v. During every stage of the exercise we have been concerned with assessment being
 - 1. Done on a student by someone else
 - 2. Concerned with assessment as certification

PARTICIPANT 6 - TRAINEE CENTRED REVIEWING

Participant 6 was asked

How did you feel

- 1. before clapping
- 2. whilst clapping
- 3. during the assessment period
- 4. about the assessment panel
- 5. on receiving the profile
- 6. now
- 1. Reviewing points
 - i. what skills are being developed during this period for the learner
 - ii. what skills are being developed during this period for the teacher
 - iii. what are the implications for teaching of this process
- 2. General Learning Points.
 - i. The student is asked to be involved in ascertaining what s/he wants from a situation. This is often alien to a students experience. The teacher needs to develop a supportive relationship with the student. Hence relationship building skills are important. The student is learning the skills of setting objectives.
 - ii. The student is asked to generate and apply his/her own criteria. This is also not common practice within education. It would be interesting for the person reading to note the criteria s/he uses for assessing themselves. Determining criteria for our own assessment is often a difficult task since we are not taught to establish criteria for our own success. Criteria generation is an important development to learn if we are to assume responsibility for deciding our own learning needs.
 - iii. The student is asked to think of a context for learning and determine an appropriate learning programme. The student is then asked to evaluate that experience. In total a student involved in this process is developing the skills of managing his/her own learning by:
 - 1. establishing learning objectives
 - 2. generating, selecting and employing criteria for assessment
 - 3. deciding upon and implementing an appropriate learning programme.

4. evaluating the outcome of an experience

Skills essential for taking responsibility for our own learning.
A skill essential for the future. TCR is a process which helps young people help themselves.

- iv. The teaching role is changed. The teacher may also assume the role of learner. Rather than the teacher-learner relationship being evident the teacher becomes involved in a learning relationship alongside the learner. The balance of the relationship may not be equal but the intention of that relationship is for the student, by taking responsibility for his learning, to move the scale much more to an equilibrium.
- v. Assessment becomes concerned with personal development not simply certification.
- vi. The teacher is in a situation where he will receive feedback about his/her teaching material and method. How he/she receives and gives feedback, models an important skill for developing feedback skills in the student.

THE ASSESSMENT PANEL

The assessment panel are asked. How did you feel.

- i. assessing each class
- ii. about each performer
- iii. within the group
- 1. Reviewing points
 - i. The role of assessor is a powerful position to occupy?
 - ii. What did your scores say about you?
 - iii. What issues arose for you in each system?
- 2. General Learning Points.
 - i. The assessors, in general, have a power position over the performers. If students are to take more responsibility for their learning and assessment that will involve a change of attitudes on behalf of the assessors.
 - ii. The score the assessors provided often say more about the assessor than the assessed.
 - iii. The person who presented the first score in the panel often has an impact on the scores of the rest of the group e.g. If the Headmaster scored first and gave a pupil 1 it would be increasingly difficult for a scale 1 teacher to give the student 5.
 - iv. T.C.R. involves much more time, staff development and organisational considerations.

APPENDIX 111

Exercise used on the programme 'Construction of a cube'

CONSTRUCTION OF A CUBE (3 hours)

This exercise requires a minimum of 8 people. It is long, but can be split over a lunch hour at the end of part 9.

OBJECTIVES

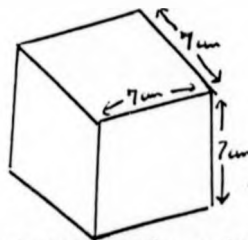
1. To explore some issues involved in process and product assessment.
2. To provide experiences of self-assessment, assessment by observation, reviewing, negotiated assessment and recording of achievement.
3. To identify some of the skills needed by teacher and student for participation in these processes.
4. To relate the above to current national developments.

MATERIALS

(Enough for however many groups of 4-5)

Pack of file cards or sheets of card
Coloured pencils and/ or felt tip pens
Rulers (one per group)
Pencils for all participants
Sellotape (one roll per group)
Scissors (one pair per group)
Rough paper
Flip-chart and felt tip pens
A pile of heavy books

1. Introduce the exercise and the objectives. Ask the group to divide into sub-groups of 4-5. Each group need to cluster themselves around a table. (3 mins)
2. Introduce the group task.



The task is to construct a cube using the materials available, with dimensions of 7cms. On completion, the cube will be assessed by a panel, according to 3 criteria;

a) SIZE it must measure exactly 7cms on each side

b) STRENGTH it must be able to support the pile of heavy books without collapsing

c) BEAUTY it must be aesthetically pleasing.

There will be 5 minutes planning time and you will be given exactly 35 minutes to complete it."

It is useful to have these criteria written up beforehand on a flip-chart sheet which can be pinned up on display for referral. (3 mins)

3. Ask the groups to discuss and list the skills they think they will use to complete the task, bearing in mind that it will be done as a group. (5 mins)

4. Collect these together on the flip-chart as a composite list. (5 mins)

5. Ask the groups to choose one person who will take on the role of tutor. Explain_

a) if you are tutor, you will not take part in the actual construction of the cube. Instead, you will observe and assess your "students" at work and will go through it with them afterwards. Later, you will form part of an examination panel to assess the final cubes.

b) if you are a student, you will be involved in the group task and will receive feedback from your tutor on your performance according to criteria you have helped select and you will be able to discuss this with her/him. Later, you will observe your cube being assessed by an examination panel but will not be able to take part. (5 mins)

6. Ask the students to select, in discussion with their tutors, 3-4 skills (using flip-chart for guidance) on which they wish to be assessed while they are completing the task. Points they should take into account are;

a) the task of observation and recording has to be manageable for the tutor. So if the group is large, they may have to focus on fewer skills.

b) The student and tutor need to consider what opportunities the group task will offer individuals to demonstrate particular skills eg "measuring accurately". There is only one ruler per group, so it is unlikely more than one student will be able to use it.

c) The choice of skill should make the tutor's job worthwhile. It is not very useful for adults to ask to be assessed on their use of scissors.

d) The skills to be assessed should be observable within the task.

Other points: + It does not matter if all the students choose the same skill eg making decisions in a group

+ The list should be acceptable to both tutor and student through negotiation.

+ The tutor needs to prepare some format for recording their observations. (10-15 mins)

7. Give the groups 5 minutes planning time. They may not begin the actual task during this time. (5 mins)

8. Commence the exercise. Tell them they have exactly 35 minutes and that you will time them. Give warnings towards the end_ " you have 10/ 5/ 2 minutes left..." (35 mins)

9. Collect the finished cubes and put them to one side. Ask the groups to clear their tables, return materials and dump the rubbish. (5 mins)

10. Ask the students to assess themselves on the criteria they chose and to make brief notes. (5 mins)

11. The tutors can now feed back their observations to their students. Choices available to them are;

a) one to one or in a group

b) ask the students before or afterwards for their own assessments

c) involve the other members of the group in the discussion of a student's performance eg "John feels he didn't contribute much to the planning. What do the rest of you think?"

Tell them to aim towards the recording of a statement on one skill for each student which both tutor and student agree upon. (20 mins)

12. Debrief this as a large group. Ask a series of questions, suggestions below. Summarise key points on the flip-chart under the heading "Process Assessment"

To tutors "How did you find the tasks of observing and recording?"
"How did you choose to arrange your discussion? How did this work?"

To students "What was it like to assess yourselves and receive feedback?"

To both " Any other general issues not yet covered about assessment of an individual contribution to a group task and the work so far. (20 mins)

13. Ask the tutors to form an examination panel to assess the cubes

according to the original criteria given. The students may observe this process, but it is assumed the panel are meeting privately and at a distance. Give the panel a strict time limit of 20 minutes to complete this.

Observe the difficulties of the panel and the feelings/ reactions of the students during this time. (25 mins)

14. Debrief, using flip-chart to record key points.

- * Ask the students how they felt about the result they have received by "post" on the piece of paper.

- * Ask the examination panel how they felt about the task they were given. What were the difficulties?

- * How did the students feel while their cube was being assessed? How did the tutors feel about the cube made by their group?

- * Any other points

Points to look for/ be aware of

- * Students usually feel emotionally attached to their cube having invested time and energy in its production. They are hence often anxious about its assessment, quite competitive about the others and get upset if their cube collapses or gets "marked down." It is frustrating not to be able to communicate how their cube is designed for strength and beauty.

- * The examination panel have an almost impossible task in the time and run into technical difficulties.eg

SIZE What is the tolerance for error? If some sides are not exact, how rigorous must they be?

STRENGTH Does the cube have to be tested in all planes?

BEAUTY How do they define this and assess it?

In what form will they present their results?

The panel usually end up hassled by time constraints and end up with unhappy compromises, often using norm-referencing because of the difficulties of devising another system in the time. Ask the group whether these processes have any echoes for them in their professional experience. (15 mins)

15. Summarise key points of the whole exercise and relate to relevant current developments eg

Recording Achievement _ trend towards student involvement and criterion referencing

GCSE _ teacher as assessor
(10 mins)

CHAPTER 3

PREPARATION

This section describes of the organisation of the programme and specifically its authorisation, funding, recruitment, course content and accreditation arrangements.

The programme was designed and run from January to December 1986, during the author's attachment to the ADU. A timetable of key events showing the preparatory and implementation stages was shown above (Chapter 2 page 29). The work of the ADU is continuing to date and network meetings are held regularly. A shortened version of the course was run for 25 additional teachers from secondary and special schools in the autumn term of 1987.

1) Authorisation and funding

The programme was going to be expensive, as it required funding for supply cover to enable teacher release. As the ADU had not attracted external funding, the only alternative seemed to seek income from the LEA. However, in November 1985, a further source of funding became available from the Manpower Services Commission (MSC) via the Department of Education and Science (DES). This was known as TRIST (TVEI Related In- Service Training). The Technical and Vocational Education Initiative (TVEI), a four year course for 14-18 year olds which has an emphasis on modern technology and a commitment to the local employment opportunities. Each course includes periods of work experience as one aspect of extended links between schools and local industry. All students are offered residential courses and their progress monitored by tutors through Records of Achievement. TRIST funding was made available to all educational authorities whether or not they were operating official TVEI programmes. This particular funding was also available for a wide scope of training within and beyond the 14-18 age

range. One of the 11 criteria to qualify for TRIST funding was "training in assessment, including both formal assessment and 'profiling' on the basis of regular assessment of students' progress and developments." Another was "training in new teaching approaches designed to increase the students' responsibility for his or her own learning". The above criteria were a main section of the ADU's programme so a grant application was formulated.

The ADU proposal for funding was approved and thereafter TRIST paid for all the substitution costs, travel, residential weekends and development projects undertaken by the 63 course participants. By March 1987, this amounted to approximately £24,000. This did not include ADU costs in terms of tutor salaries, clerical support or printing of materials.

The programme was considered and approved at senior officer and senior inspector level. The training and network continued to be discussed with appropriate inspectors on a regular basis and the ADU Advisory Committee received regular progress reports.

2) Recruitment

In the original design, each course group would consist of 12-14 secondary teachers and FE lecturers thus integrating their sectors. This would have given a forum to address issues of the progression of students from one sector to another. However, the industrial action in the secondary sector, which began in March 1985 and continued until the summer of 1987, made this impossible. In September 1985, the Education Committee instructed that in-service training for schools should cease for the duration of the dispute. It was, therefore, decided to continue the course for lecturers in Further and Continuing Education as they were not affected by the dispute. Later, the LEA agreed that where TRIST funding enabled release of secondary teachers by funding substitution, training events for these teachers could take place.

The recruitment of the FE/CE group was problematical, for reasons

explained below, and did not deliver a group entirely committed to the project or in a position to promote its cause. The head of the ADU explained the programme to a meeting of the college principals and the senior stage inspector. The inspector had advised that this 'top down' route was the most appropriate, to gain the right degree of authority. The principals agreed to nominate staff to the programme and that names would be forwarded to the ADU by the end of that month. They then seem to have passed the task onto their staff development officers, with varying degrees of explanation as to what it was all about. One staff development officer received the documents but was not told they were for action rather than information only. The long communications systems in the large, multi-sited institutions of FE, caused many misunderstandings and delays during the recruitment process. The lecturers who came on the course generally held low ascribed status in their organisations and 2 had part time appointments. (see pages 56-57 below) There were mixed perceptions about the purpose and content of the programme and one man had been nominated without his knowledge, or consent. It transpired that some of their managements had only a hazy idea of what Records of Achievement involved and the trainers had to try and negotiate their institutional role during or after the course rather than before, which would have been more appropriate. The ADU had no direct control over recruitment. They could only describe as accurately and fully as possible what was involved and work with the course attenders, but in retrospect, it would have been preferential to have followed the initial principals meeting with discussions with the staff development officer in the colleges. Thus interested and appropriate staff would have been encouraged to enroll. However, it was encouraging that the mixed group of 12 lecturers recruited showed interest and stayed throughout the course.

The ADU learned from this experience, and were more careful over the recruitment of the secondary groups, as will be seen below.

Furthermore, the nature of secondary schools were within the tutors own professional experience. Recruitment to the 4 secondary courses was more manageable, partly because they were smaller, more contained units, and partly because the ADU had had more contact with these organisations. There was also more knowledge of Records of Achievement in this sector than FE and CE. The Senior Secondary Inspector sent the literature about the course to schools in her name which carried the right degree of authority. She listened carefully to the problems the ADU tutors had experienced with the first group and consequently her letter to head teachers made it clear what was involved and the sort of person who should be nominated. An extract from this letter follows.

"As these teachers will need to work across their own institutions to bring about change, it is suggested they should be scale 4 or above. Teachers who wish to apply might ask themselves the following questions.

- Am I able and willing to offer full commitment to the course in terms of time?
- Do I feel able to undertake this developmental role in my own school?
- Am I able and willing to give the time needed for follow up meetings and post course training/ consultancy work?
- Do I work happily in a team?
- Will I be willing to give time to train teachers in schools other than my own?
- Can I assist in developments outside my subject area and adopt a 'global' view?
- Do I have the relationships with colleagues which will allow me to fulfill the role of a 'change agent' ? "

As can be seen below the secondary groups were of a higher ascribed status than the FE/CE group. The tutors also found these people had a very much clearer perception of the task and its implications as well as practical experience.

Comparison of the Training Groups in Terms of Ascribed Status

Secondary Group A

Head of Faculty	Scale 4
Asst. ACS Co-Ordinator	Scale 3
Head of Faculty	Scale 4
Unit credit Co-Ordinator	Scale 2
EDS Senior Advisory Teacher	Scale 4
EDS Senior Advisory Teacher	Scale 4
ACS Co-Ordinator	Scale 4
Head of year & ACS	Scale 4
Head of year & dept	Scale 3
Senior Teacher	Scale 5
Head of year & dept	Scale 4
Deputy head	Scale 6
Deputy head	Scale 6
Deputy head	Scale 6
Senior Teacher	Scale 5

AVERAGE 4.3

Secondary Group B

Deputy head	Scale 6
Deputy head	Scale 6
Head of Faculty	Scale 4
Head of Dept	Scale 4
Senior Tutor/Head of Dept	Scale 5
EDS advisory Teacher	Scale 2
EDS Senior Advisory Teacher	Scale 4
Head of Faculty	Scale 4
EDS advisory Teacher	Scale 3
Assistant Teacher	Scale 3
Senior teacher	Scale 5
Head of Year	Scale 4

AVERAGE 4.1

Secondary Group C

EDS advisory Teacher	Scale 2
Head of Year	Scale 4
Senior Tutor	Scale 5
Senior Teacher	Scale 5
Deputy Head	Scale 6
Deputy Head of Faculty	Scale 3

EDS advisory Teacher	Scale 3
Senior Teacher	Scale 5
Head of Year	Scale 4
Deputy Head	Scale 6
EDS advisory Teacher	Scale 2
Senior Tutor	Scale 4

AVERAGE 4

Secondary Group D

Deputy Head	Scale 6
Deputy Head	Scale 6
Senior Teacher	Scale 5
Senior Teacher	Scale 5
Senior Teacher	Scale 4
Senior Teacher	Scale 5
EDS advisory Teacher	Scale 3
EDS advisory Teacher	Scale 2
Senior Teacher	Scale 5
Head of Faculty	Scale 4
Senior Tutor	Scale 4

AVERAGE 4.4

Further/ Continuing Education Group

Note. Those lecturers from continuing education have been omitted from the averaging as their structures are different from FE and this would distort the comparison.

Lecturer 0.5
 Lecturer 1
 Lecturer 1
 Lecturer 1
 Lecturer 1
 Lecturer 11
 Lecturer 11
 Lecturer 11
 Lecturer 11
 CE Lecturer 0.5
 CE Lecturer
 CE Lecturer

AVERAGE 1.4

In addition to the secondary school teachers, nominations were also sought from two special schools and the LEA's Education Development Service (EDS) which is based in 3 districts, north, centre and south. These advisory teachers would later be able to carry the change and support it through their school involvements. Four courses were originally planned to obtain city-wide coverage. A fifth course was added in the autumn of 1986 in response to demand. For the whole programme, teachers/lecturers were recruited from the following sectors;

Further Education	9
Continuing Education	3
EDS	9
Sixth Form College	5
Secondary	34
Special	2

TOTAL 63

Two secondary schools in the LEA were not able to take part, owing to difficulties of staff release. Gaps in the network later occurred owing to staff movement. One trainer left teaching, 2 left for posts outside the Authority, and one FE lecturer resigned from the network when he realised the task would be incompatible with his existing workload.

3) Course Content

Course members were given a booklist of recommended (see appendix to this chapter) and written information on recording achievement and assessment in the form of handout material, devised largely by the ADU. All the courses covered the following topics; the local and national background to Records of Achievement, assessment, recording and reporting systems, criterion referencing, strategies for student involvement, implications for the curriculum and the organisation,

implementation strategies, management of change, reviewing skills and training skills. Course members were also trained to use the ADU's training materials. Owing to the flexible nature of phase 2, the content of the latter part of the course varied with each group according to their concerns and the experiences they shared.

Two practical projects were set. One was a pilot study to be carried out in the teacher's own classroom using some of the ideas gained on the course. This was designed to translate theory into practice, ie giving experience of the change process and also gaining for the change agent greater credibility from colleagues by example. The other project, known as fieldwork, was to plan, run and evaluate a short training session for a group of teachers. There was a degree of risk of failure and possible embarrassment in each of these exercises but the trainer was able to define their own boundaries by choosing their own groups' activities, and the time and place of the exercise. In the event, all but 2 who did the fieldwork chose to train their own colleagues which they felt would be challenging but a most useful starting point. Those who completed the practical projects, undoubtedly benefited most and were able to enrich the learning of their group by sharing their experience. The pilot projects and fieldwork sessions were nearly all highly successful, producing positive responses from colleagues and students which encouraged further continuation and development of the work.

4) Accreditation

As outlined above the course sought to model, with the trainers, the processes of recording achievement. To develop this the ADU initiated negotiations with Manchester Polytechnic to accredit the course. This grew into a much larger 6- module framework, the Certificate in TVEI-related Education. Within this a whole range of options are available to teachers wishing to extend their professional development with certification. This form of accreditation is flexible and can validate

classroom based development work in conjunction with taught modules of 30 hours in length. Teachers who completed the 'training trainers' course could be credited with 2 modules if they chose to register with Manchester Polytechnic. The scheme has been dubbed 'unit credit' for teachers as it models the NPRA scheme in key features; offering accreditation for short modules of work, a validation system to which new modules can be added, criterion-referenced assessment based on evidence and a transcript offering specific information about learning outcomes.

This section has described the preparatory stages of the programme; how the ADU sought authorisation for the project from senior officers and inspectors of the LEA and how TRIST funding arrived fortuitously. The recruitment process was unsatisfactory in the FE and community Education sectors, but easier in the secondary sector, as the organisations were smaller and informal networks assisted the process. In terms of ascribed status, the secondary groups attracted more managers, which was to prove significant. The course content was outlined and included the practical projects in the classroom and with colleagues relating to the two task roles being created. Both stem from the design elements of participation in task design and the conscious shift in tutor/ participant roles outlined above. Participants were encouraged to initiate change while there was easily available consultation and group support. Finally, arrangements were made to accredit the course that were congruent with the course content.

The following section describes the responses of trainers during the programme.

APPENDIX

Booklist

Below is found a copy of the recommended reading given to course participants and devised by the ADU.

Profiling / Records of Achievement Some Useful Reading

Profiles in Action	FEU
Uses and Abuses of Profiling	BILL LAW (Harper & Row 1984)
A Teachers' Guide to Assessment	FRITH & MACINTOSH (Stanley Thornes Ltd 1984)
Keeping Track of Teaching	BLACK & BROADFOOT (RKP 1982)
Trainee Centred Reviewing	BARBARA PEARCE et al (MSC 1981)
Recording Achievement at 16+	BRIAN GOACHER (Longman 1983)
Assessment in Secondary Schools The Manchester Experience	RUTH SUTTON et al (Longman 1986)
Records of Achievement	TYRELL BURGESS & ELIZABETH ADAMS (NFER- Nelson 1985)

CHAPTER 4

THE TRAINING

The first part of this section, course processes, describes how some of the design elements of the programme worked in practice. Following this there is a comparative description of the 5 training groups denoting identified variables which affected the learning. Lastly, there is an account of the organisation of the network for Records of Achievement, which was built to support and sustain change.

1) Course Processes

a) Sentience

An important group process was the building of a climate of trust and sentience which would enhance the quality of learning and feed into the network. Each group developed a different form of sentience, but nearly all the evaluation sheets (see chapter 5 below) commented positively on the quality of the group work and support. The length and structure of the programme including a residential weekend in the middle, allowed time and opportunity for relationships to grow and develop. Friendships were formed which continued after the end of the course. The style of the tutors who shared their experiences and showed positive regard for the individual group members was also contributory to the growth of group sentience. Specific tutor activities which fostered the group climate were; use of humour, the distribution of home telephone numbers, communal eating and socialising with group members, spending time with individuals, making a contract on confidentiality and sharing their own doubts and anxieties. The tutors made it clear they did not know all the answers. They shared problems and decisions with the group and valued the experience of the teachers themselves. All groups relaxed and enjoyed the residential weekend, which gave them a set of 'in-jokes' and private language. Those who could, stayed up late into the night discussing and arguing.

The cohesiveness of the group depended on its size. The groups that gelled together were those around 12 in number. The least cohesive group was that of 15, which tended to split into 4-5 sub-groups. The group climates were supportive but also challenging. Course members were encouraged to question the tutors and each other as a way of finding their own meanings for the task and processes

This relationship-based way of group working was part of the tutors' style. However, it is also rooted in Carl Rogers (1961) who believed that a relationship built on respect, empathy and genuineness facilitates learning and growth.

"If I can provide a certain type of relationship, the other person will discover within himself the capacity to use that relationship for growth, and change and personal development will occur" (Rogers 1961 p33)

In a later work (1983), he concludes a chapter on "Developing Person-centred teachers" as follows

"..within the climate of unconditional positive regard and respect, empathy and personal genuineness a community of people emerges, sharing the hopes, the fears, the excitement and courage to have an impact on a deadening human wasteland" (Rogers 1983 p174)

Many inner city schools, such as the majority in Manchester, are experienced by teachers and students as "a deadening human wasteland". Records of Achievement will lead teachers towards more student-centred approaches to structuring learning. It is hoped this, in turn, will lead to a more satisfying experience for both adults and young people; the wastelands becoming cultivated.

Thus, the tutors made great efforts to encourage the personal development of the teachers and lecturers through showing respect, empathy and genuineness in their relationships and to build a positive and

supportive learning climate within the group. Evidence of the degree to which this was achieved is found in chapter 5 below.

b) Modelling

Modelling the processes of recording achievement was a design element of the course discussed above. Modelled, also, was an approach to learning through group facilitation and reflection on experience, either arising from a group activity or external sources. The tutors own behaviours as trainers and the methods they used were important as these would be studied and some probably replicated by the course members. They also provided a model for co-training, which worked with ease because daily working contact enhanced the personal and professional relationship and increased communication.

c) Learning modes_ Didactic and Experiential

The teachers needed background information about present and proposed local and national developments. This data was delivered through lectures, seminars and as reading material. Some course members expressed a feeling of 'information overload' during the residential weekend. They received much data and were exposed to new concepts but without enough space to process these ideas and find meanings in their own contexts. For this they needed the practical work and time to assimilate and discuss with others.

It was the experiential parts of the course which helped them to integrate the knowledge gained with their understanding of the task application. Active exercises were introduced at the beginning of the course; the clapping game (CCDU) and cube construction exercise (Appendices 11 and 111 in chapter 2 above) were both designed to simulate many current assessment procedures and explore the feelings to which they gave rise. A provocative ADU video 'The Mickey Mouse Story', which reflected a jaded but not unrealistic view of current practice provoked affective responses. The messages stayed with the group

members leading to borrowing for use in training sessions with colleagues. Most chose an experiential rather than a didactic approach to their training task on the residential weekend and their fieldwork.

Finally, in phase 2 the group took on supportive roles for each other as consultants sharing the hopes, anxieties and learning from their pilot and fieldwork experiences. The group facilitated their own analysis through questioning, empathy and debates on the interpretation of experience, which helped the individual to find personal and professional meanings and to set their future targets. Rogers crystallized this process when defining experiential learning.

"It has a quality of personal involvement- the whole person in both feeling and cognitive aspects being in the learning event. It is self-initiated. Even when the impetus or stimulus comes from the outside, the sense of discovery, of reaching out, of grasping and comprehending, comes from within. It is pervasive. It makes a difference in the behaviour, the attitude, perhaps even the personality of the learner. It is evaluated by the learner. She knows whether it is meeting her need, whether it leads toward what she wants to know, whether it illuminates the dark area of ignorance she is experiencing. The locus of evaluation, we might say, resides definitely in the learner. Its essence is meaning. When such learning takes place, the element of meaning to the learner is built into the whole experience."(Rogers 1983 p20)

d) Authority, Legitimation and Role Boundaries

There was a strong felt need among the trainers to gain authority from somewhere for the task and for their institutional role as trainer/change carrier. This issue was particularly acute for the FE/CE group, given their low status in the hierarchy and the lack of institutional recognition for the task. Members of that group sought this authority for the task from the DES policy statement and LEA policy, and even, quite inappropriately, from the ADU. Ultimately, those who were able to gain

authority from the hierarchy in their own colleges were most successful in the task. (see chapters 6 and 7 below)

With the secondary courses, there was clear authorisation and legitimising of the task at recruitment stage through the Senior Stage Inspector and the headteachers. Having learned from their previous experience, the ADU asked applicants to the course to complete an application form which had to be endorsed by the head of the school. The senior secondary stage inspector gave a short input to each of these courses about secondary school priorities and their relationship to Records of Achievement, which gave the teachers her visible endorsement of the task. In addition, an early network meeting held in July was opened by the Chief Education Officer and attended by several members of the inspectorate. The LEA was giving the project public approval.

However, the secondary teachers still needed the authority of their own senior managements in order to act. Their school role had to be clarified, defined and publicly legitimised. Some had a less than clear 'contract' about post course role/ tasks or no 'contract'. Most teachers felt the need to inform their senior managers more fully about the implications of the tasks.

The most uncertain area in terms of post-course role was with those members of the EDS. These teachers work as external change agents with schools but have their work defined to a greater or lesser degree by the LEA's management structure. In addition, they have to be reactive, responding to the needs of schools expressed through their bids, rather than working proactively, promoting initiatives which the schools have not requested. Those EDS teachers in the north district were able to respond quickly and flexibly to support pilot and training work which began as a result of the programme. In the central district, Records of Achievement did not relate directly to most of their existing tasks. The teachers in the south district had to encourage bids from schools for their assistance but

were unable to respond quickly when requests did come in, owing to their organisational procedures. The differences arise from the particular styles of management in these establishments and the work systems which evolved from these.

e) Consultancy

During the residential and phase 2, anxieties about roles, future tasks and fieldwork, caused several course members to seek the tutors out at home or work for advice and support. This service continued after the course both formally and informally. Advice sought included technical issues, but more often the problems concerned implementation strategies, dealing with colleagues or the need for re-assurance and moral support.

2) Group Variables

The FE group and secondary groups A, B, C and D all followed broadly the same programme, allowing for the differences in phase 2, and the descriptions below illustrate elements of the design in operation. However, there were some noticeable differences in how the separate groups operated.

- a) Recruitment and expectations
- b) Group size
- c) Prior experience and awareness of Records of Achievement
- d) Existing professional and personal relationships and networks
- e) Key enthusiasts within the groups
- f) Status of group members and their degree of authority to act within their institutions
- g) Background developments and institutional contexts which affected commitment and learning
- h) The processes and content of the learning
- i) Quality of group cohesiveness and levels of anxiety.

A more detailed comparison of the 5 training group processes is

described below.

Further/ Continuing Education Group

The FE/CE group developed and operated very differently from the secondary. This was the first time the ADU tutors had run the course and were aware of the lack of common experience with the group. For these reasons, they worked closely together, spending much time reviewing and evaluating as the course proceeded.

The difficulties in recruitment have been described above and influenced the process. This group had the widest range of expectations, the most anxieties about post-course work and roles and demonstrated the greatest degree of dependent behaviour. There were phone calls to the tutors' offices and homes, individual consultations, demands for action, and the seeking of 'stroking' and reassurance. In addition, the group membership reflected a wide variety of backgrounds from the multi-faceted FE/CE sectors. For example, a part-time teacher in the prison service faced very different problems to those of an engineering lecturer or a youth and community tutor. It was, hence, sometimes difficult for this group to share and learn from each others' experience. Concurrently, there was little practitioner experience relating to recording achievement except among those who had worked on the Youth Training Scheme. The tutors were aware that they themselves had no experience of working in FE and some of the group members were acutely conscious of this deficiency. For these reasons they valued greatly a phase 2 input from an FE practitioner, who assured them from her own experience that the task was possible. This particular group found it most difficult to visualise the whole concept of the task, lacking the experience and college context to perceive its application.

The deficiency of organisational policy or context was one facet of the particular difficulties this group experienced in negotiating the nature of

their development tasks and roles in their colleges. Another factor was that they were placed at fairly low grades in long hierarchies within large, status conscious organisations. Most of the lecturers seemed to have little 'change agent' experience and a few showed particular naivety about the nature of organisations and management processes. Some had difficulties making the imaginative leap to perceive issues from their managers' rather than their own points of view. Three group members tried to redefine roles and boundaries by asking the ADU tutors to intervene in their institutions where they had no authority to move or act. Two lecturers expressed a wish to be accountable to the ADU rather than their own college management, which was never feasible nor realistic.

Given the unpromising beginnings, the group grew to show a high degree of cohesion and task commitment. The residential was an enlightening and motivating experience for them. It seemed the group at this point was offering the lecturers better support than their own institutions. There was then a trough in energy levels and a period of working through much anxiety. However, the course ended on a warm optimistic note, partly because those who had completed their fieldwork had had unexpectedly good experiences. It seemed at that point as if many of their fears had been unfounded. Friendships and alliances were formed or cemented and some pairs are still in contact with each other. They developed a group consultancy, sharing problems and offering each other advice. This was helpful as the tutors had lower credibility, because they lacked FE teaching experience.

This group illustrated the importance of the two levels of the training; ie. to understand the task and be able to carry change into organisations through an understanding of the processes. The particularly high levels of anxiety and consequent dependent behaviour in this group were consequences of mistakes in the recruitment procedures. This group seemed to have greater learning needs and a harder task facing them given

their status and the size of their organisations. The introduction of Records of Achievement into Further Education colleges may have its own particular difficulties related to the nature of the organisations. This idea will be developed further in chapter 9 below.

The implementation experience of one member of this group is found below in case study 6.

Secondary Group A

Group A was the largest group at 15. It always felt, to the author, too large, especially for discussion which flowed more freely if the group was split down into smaller units of 4-5 people. As the course progressed, informal sub-groups formed; one of 3 women, and one of three men. The other 9 operated in more fluid sub-groups of varying size. On the residential, this group differed all the other groups by dividing into working groups on the basis of personalities and prior friendships than issues.

As with the FE/CE group, a successful residential course was followed by a drop in energy levels in phase 2. Reporting back on fieldwork worked least well of all the groups due to a variety of factors; the size of the group, the formal nature of the room used, and other LEA and school pressures. Furthermore, their primary focus seemed to remain with their institutions.

They were also far more self-reliant than the FE/CE group. Multiple informal networks exist in the secondary sector, arising from subject based activities, several re-organisations in recent years, which distributed staffs around the city, friends and family connections. Particularly strong are networks in the Roman Catholic sector, which are reinforced by parish connections and allegiances.

Although a more positive group than the first one, not all shared the same levels of commitment. There were some key enthusiasts and reflective thinkers within the group who raised the quality of the

discussion and helped establish positive group norms. There were also 2 teachers who seemed much less enthusiastic, even at times dubious about the task. They remained marginal in the group, did not complete their practical projects and later, in their schools, were less active during the implementation stage.

This was a higher status group than the FE group (5 senior managers), and of all the groups had the greatest range from deputy heads to a scale 2. (see table on pages 56-57) This led to some interesting contrasts of perception, especially on the management of change. The teachers not in senior management were surprised to learn how senior staff felt their initiatives could be blocked by middle management and classroom teachers.

The relatively high status held by members of this group, meant it seemed professionally more self-confident than the FE/CE one. Another contributory factor was the existence of practical experience within the group, five of the teachers having been directly involved in the Alternative Curriculum project where unit credit had been piloted (see chapter 1 above). This was a considerable advantage as they were able to share their 'chalk face' experience with the group. Even those without experience, had some understanding of the task at the outset, hence the starting point was further forward than for the FE group. The tutors felt they were not 'selling' a 'Tomorrow's World' gadget, but a workable tool with a proven track record.

In addition to background awareness and experience, there was a relationship of training task to context. Groups A and B had in their membership, teachers with real and urgent task needs in relation to the course content. Both groups had teachers from recently designated TVEI schools. One requirement of TVEI is to track student learning through recording achievement and to produce a summative document for young people at 16 and 18. This began in the autumn of 1986. One of these schools had been chosen as the local authority's pilot school for the NPRA

validated Record of Achievement. (see case study 1 in chapter 6 below for details) The assistant co-ordinator from this school was in group A.

These forthcoming developments were also sources of pressure. The latter half of the summer term, once a time for winding down and preparing for the following year had become a frenetically active, particularly with many new developments and a continuing backdrop of teachers' industrial action. Courses A and B were crammed in parallel into the latter 7 weeks of the academic year, when there is relative slack in staff time as the 5th years leave school at Whitsun. However, this was an exceptionally busy time and both tutors and groups members experienced conflict with others pressures and demands, notably GCSE phase 2 training. Attendance was affected and the group sizes fluctuated, not always predictably. These difficulties were detrimental to group cohesion and the completion of the practical projects.

Pressure on the ADU through GCSE and NPRA developments, meant that the 2 tutors could no longer co-train. For the rest of the course the author ran the course with her colleague giving input and support as required. Running 2 courses in parallel was very demanding in energy. However, working with secondary teachers and having previous experience (FE/CE group), the tutors felt more confident.

Developmental experience from this group is found in case studies 1,7 and 8 below.

Secondary Group B

Group B had 12 members and was more manageable than group A. As a group, there was a high proportion of Roman Catholics, 5 out of the 12 in the group. This was significant in the informal networks and contributed to the distinctive concern of this group with values and philosophy. Discussions tended to be rapid in thought transfer and lengthy. Little theory was accepted at face value. Issues and tasks were challenged, examined and questioned in intense debate which often carried on during

the breaks between sessions. Openness about feelings began on day 1 and grew, as did the sharing of experience. There were never any significant sub-groups, remaining rather fluid socially. It operated more cohesively as a group than either the FE/CE or A groups.

The learning needs of this group were slightly different to those of group A. There was less experience of recording achievement in this group. Hence, a practitioner from the Alternative Curriculum was invited in during phase 2 to discuss the practical issues of involving young people in their own assessment and target setting. One group member, a deputy head from a special school felt the course less relevant than the others group members. Special education has already moved away from norm referencing towards student and criterion referencing. His organisation and concerns were very different from the others. His requirements were to find methods of assessing personal and social qualities of young people. A special session on this topic was worked into phase 2 but on the whole he was not an active group member.

In contrast with group A, group members participated actively in phase 2, taking on responsibility for tasks. Feedback on projects with group consultation and support worked well with this group. Levels of trust and co-operation were high. The first person to give her account of her training experience gave a personal, detailed and high quality presentation with back-up material of her practical experience. This set a tone and a standard for the others to follow.

Case studies 3 and 5 illustrate some development experiences from group B.

Secondary Group C

Groups C and D ran in the autumn of 1986. In contrast to the pressure under which groups A and B ran, they were less demanding, stretched out over most of the term. There was less actual practitioner experience in group C than groups A and B. The group was also very mixed in

background and perceptions, ranging from an Alternative Curriculum Co-ordinator who had worked through the processes from formative to summative, to a teacher from a traditional academic school who was there, one suspects, because someone had to be 'sent'. As with group B, the group had a deputy head from a special school. In contrast to her group B special school colleague she was able to contribute to the group and meet her own needs. Membership included 5 senior staff and as with group A, some interesting exchanges occurred from their different perspectives. The differences of background outlined above affected the cohesiveness of the group and the learning processes. Difficulties occurred in finding common ground because their concerns and perceptions of the task were varied. However, as with all the groups, the residential course was very successful, combining humour with hard work and increasing the group cohesiveness.

In phase 2, feedback sessions were detailed and of high quality, but only half the group actually made contributions by sharing their experience. There were problems of completing fieldwork projects due to the continuing teachers' industrial action, other developmental pressures and lack of time. This group experienced more confusion, anxiety and uncertainty about the way forward than groups A or B. However, there was a depth to their evaluation, review and target setting and on the whole a positive outlook to the future.

Case study 2 is taken from a member of this group.

Secondary Group D

Group D was the group with the highest ascribed status having 7 senior staff out of the 11 group members, 2 of whom came from the same school. Two came from the same EDS base, but on the whole they were strangers when they met, from a variety of teaching backgrounds and almost no practical experience of Records of Achievement.

In spite of this, group D became the most committed, hard-working and

cohesive group, participating to the greatest degree and continuing to meet socially after the course ended. They became very supportive of the tutor in adversity and of all the groups took the most responsibility for their own learning. They were a questioning group, most commonly displaying a whole school perspective. As with all groups they had a great deal of enjoyment on the residential course, but this continued throughout phase 2 on a lower key to a party at the end full of songs and group jokes. The levels of positive response and the quality of relationships in the groups affected the learning climate and commitment to the course. The groups who laughed most together, ie groups B and D were supportive, more cohesive and explored issues in greater depth. They became, to a degree, a self-facilitating group and feedback sessions contained depth of critical honesty and high levels of self-disclosure. Their experience of pilot projects took on a case study or serial quality, engaging interest and continuing from week to week. Training material was written up on their initiative, copied and shared among group members. Most of them stayed together during lunchbreaks. Towards the end, the perspective shifted to become child and classroom focussed rather than the whole school. Attendance continued until the end of the course, and sub-groups met in between course sessions.

However, one teacher remained marginal. He had come sceptical as his school had ventured into profiling before the teachers' industrial action began, and like the school in case study 10, had become overloaded with paperwork. There remained, in him, the lingering feeling that Records of Achievement were unworkable in practice and although he was swept along by the positive group attitudes, he tended to disregard evidence that contradicted his own experience. He did not do either his pilot project or fieldwork but listened attentively and occasionally contributed to the group consultations.

In contrast, the group contained 2 women senior teachers who became

co-leaders, with their enthusiasm and commitment. One had a lively sense of humour which kept levels of enjoyment high without detracting from the task. Both made considerable developmental progress during the course and afterwards in their schools (see case studies 9 and 10). Their influence on the group was important as they set examples for the others through their school-based work and commitment. As senior teachers, they were able to implement change working from role. There was less anxiety about post-course work in this group- probably generally, because the status of most of the group meant they had the authority to act and were in positions to influence policy.

Accounts of the developmental experience of this group are found in case studies 4, 9 and 10.

Summary

This section contains an account of the training groups based on the field notes of the author and discussions with her co-trainer. It shows how the mode of working together for the tutors shifted during the programme as other task pressures meant the ADU no longer had the staff for co-training. In addition, the confidence of the author grew through experience and the co-training model was no longer needed for support.

It has also been shown how the composition of the group and the institutional contexts from whence they came, were a direct influence upon the emphasis and content of the course. This seems to validate the flexibility built into the programme design which allowed the tutors to negotiate and adjust the course around particular needs.

This section also Illustrated how extraneous factors, existing networks, background developments and the personalities of the group members all affected the learning and group processes. More task-related factors, notably the levels of practical experience, the ascribed status of group members and the urgency of the task to their institutions all contributed to the readiness of the participants to become involved in learning and

implementation.

Building the Network

The Records of Achievement network was designed as a way of providing on-going support to the trained trainers as well as spreading good practice by creating links between teachers with similar interests and concerns across the LEA. Change processes are risky and unpredictable. New needs and ways of operating would emerge and if the ADU were going to fulfill their developmental and training role in the LEA, then they needed to keep in touch grassroots developments. The ADU anticipated and hoped that practical, working models would emerge. The network would provide a structure for dissemination of good practice and subsequent discussion and debate.

The network grew during 1986 from the original group of 12 FE teachers to a network of 61 by the end of that year. Managing the transition from 5 separate training groups to a federation of task focussed groups which could develop new relationships was not easy, nor to date entirely achieved. Teachers came to network meetings often to see friends, the tutors or the people they trained with and found it hard to find common ground with new colleagues. Indeed sometimes they resisted structured opportunities for them to make new contacts. The network is a loose federation of sub-groups with teachers at different developmental stages and a variety of expressed wants and needs. The group identification and cohesiveness attained in each of the training group was initially a barrier to re-defining the groupings and boundaries into ones which were task focussed. The cohesiveness of the training groups helped the implementation of the task but hindered the development of the network.

The first network meeting in May 1986 for the FE group alone was relatively easy to manage. They were happy to meet together again and report progress, and future targets. The session was, in part, an updating

and part further training. The next meeting was a large 'cheese and wine' evening for the first 3 training groups together with many invited guests including the Chief Education Officer, who gave an address. Some of the talented and creative work from the residential courses was presented. Socially, and politically, it was a success. However, when the teachers were asked to divide into 3 district (ie geographical, north, centre and south) groups and start getting to know each other to find common task interests, difficulties arose. Only the south district group was of a manageable size and one teacher took the lead of the discussion. The other 2 were large, unwieldy and leaderless. The FE/secondary divide was reinforced rather than reduced.

As the network grew, the ADU used the network 'mailing list' to disseminate information, providing regular updates and notification of courses. This was important in a rapidly moving field but it was also designed to reinforce the role of the trainer as a prime source of information in their own organisations. A network directory was compiled and distributed consisting of 'Who's Who?' type entries written by the network members themselves.

The next network meeting was held in November 1986, on a morning in school time and was very well attended. Teachers appreciated seeing a new training video, which the ADU had produced based on the work of 2 members of group B. A progress report from the NPRA pilot school also commanded considerable interest and attention. However, the session which allowed for informal discussion worked patchily. It favoured those teachers and lecturers who were outgoing and made efforts to find colleagues whose work was related to their own. Most trainers were at very early stages of implementation and such sessions will probably improve later on when they have more practical experience to explore and reflect upon. One positive spin-off was the formation of a small group of members from Catholic schools who felt they needed to

set up a working party to look at the implications of the NPRA pilot which was taking place in a Roman Catholic school in the south of the city (see case study 1).

Early in 1987, half day meetings were held in each of the 3 district EDS centres for the network members in those areas. This was partly to encourage the EDS to participate actively in a networking role, partly to heighten network awareness of EDS services and facilities, and partly to meet in smaller groups without involving much travel for the teachers. These meetings were quite successful in the north and centre, focussing mainly on feedback from the teachers and the ADU on the latest local and national developments. The south meeting was not as successful because the teachers there had less to report. The south group did feel it would be useful for them to work with each other. To this end, they volunteered to help the ADU run a whole day training for post-graduate trainee teachers at Manchester Polytechnic and the second task-based network group began to meet.

At these meetings, the following issues emerged from the teachers. The great potential of the network for communication, collaboration, motivation and support was recognised. Teachers were still finding it difficult to get release from school as industrial action continued to discourage cover and supply teachers were hard to find, particularly in the north district. There emerged a need from some trainers to have the implementation of Records of Achievement clearly validated by the LEA and their development role legitimised. As it happened, an LEA policy on assessment was passed by Manchester Education Committee in June 1987, the impetus having come from HMI. Headteachers and inspectors are now obliged to be fully aware of and actively involved in assessment issues. There was also a desire to see examples of good practice from other parts of the country. The NPRA pilot caused considerable interest and will continue to do so. Resource issues of time, materials and storage of

records began to emerge. Some trainers felt the NPRA unit credit scheme was developing separately and needed linking firmly to the over all Record of Achievement. They also expressed an interest in following TVEI developments and in linking with the careers service for end-users' consultation. In these respects, the network was developing as it was intended.

In March 1987 there was a 24 hour residential conference for the entire network, in an attempt to pull the network together and demonstrate to trainers the size of the whole group. The ADU hoped to begin forging cross-city links and find strategies to progress. During the conference, two groups met in role-related meetings. The district EDS concluded they needed to address organisational issues before they could move forward. The FE group met and expressed a wish to continue separate meetings as they felt their structures and concerns were different from those of the schools sector. Although the whole group sessions felt unwieldy due to large numbers, there was a clear desire from most teachers to continue meeting, probably because after the post course euphoria had died down, they were encountering many difficulties with task implementation. It was agreed the network needed a steering group to provide leadership and nominations would be sought. Demands also emerged for further in-service training as the task grew and developed. In response to this consultation a session on reviewing skills was held in the summer of 1987. The list of suggestions for further training found below is taken from that network conference. Included also, is data gathered at the same event showing how the trainers saw their future task.

**Expressed In-Service Training needs and Perceptions as to
the Future of the Network March 1987**

" INFORMATION

Primary training
Update on national developments to avoid isolation
Directory of people beyond LEA 5-16 and post 16
Information on developments across sectors in the LEA
Update through a records of achievement bulletin on developments
and appeals for help
Nature of the summative document
Subject specific information regional or national
Involvement of end-users
NPRA pilot

SKILLS

Recording and reviewing
Role of tutor
Management of change
Counselling and interpersonal skills
Topic based groups
Training opportunities to use and develop skills
Assessment led curriculum development
Sustaining change

FUTURE OF THE NETWORK

Informal group trying to influence formal structures
Need LEA policy
Bids to TARGET (that is the LEA group of officers and senior inspectors
who prioritise development resources)
Steering group/management group within network and efficient
communication system
Cluster groups based on shared issues
Clearer identity for network
Links with other networks

What Exists which will Help?

Committee policy in the pipeline on assessment 5-16
ADU and district EDS
Personal contacts with key people
Proven good practice in schools
Political climate
TRIST/GRIST

Us, trained trainers
Committed teachers
Synergy
Falling rolls
Way 'we' are perceived

What Exists which will Hinder or Get in the Way?

Union action, is it a smokescreen?
Headteachers, lack of understanding and other priorities, resistance to
being pressured by policy, marginalising trainer
All of us have other demands
GCSE
Apparent lack of interest from DES
Anxiety about re-deployment in schools
Fear of being 'de-skilled' because of the rate of change
'Traditional' views of teachers
Time factor
Territoriality at all levels
Anxiety about cross-curricular roles
Timetable
Time/ money/ supply for INSET
Existing 'leadership' in ADU (ie tutors) is moving on to other jobs "

The author left the ADU in December 1986, and the network was maintained by another member of the ADU team. In September 1987, an EDS member of the network, Sybil Lavin joined the ADU, and took over the development of the network. She ran a shortened version of the training trainers programme in the autumn of 1987. For this, the ADU recruited teachers from schools whose original trainer had left or from schools who wanted to strengthen their team, schools who had missed out on the original programme and in addition, some more teachers from special schools. Mrs Lavin retained certain key design elements of the original course as she had experienced it, notably the pilot and fieldwork with subsequent report-back. The network is now 80 strong. This post-script is an interesting illustration of the generative nature of the

change programme.

The network is a collection of informal groups and alliances trying to influence formal structures and systems from within organisations. It could be a very powerful lever of change, with its LEA-wide membership of influential people, with its own steering group leadership.

In this chapter, the training programme has been described in terms of key processes; sentience, modelling, learning modes, authority, legitimisation and role boundaries and consultancy. The specific processes of each group have also been described in particular relation to the emphasis these gave to the quality of learning. The final section of this chapter describes the building of the network.

The next three chapters describe the outcomes as shown by the forms of evidence available.

CHAPTER 5

COURSE OUTCOMES

The next three chapters describe and discuss data gathered on outcomes of the programme in terms of trainer activity within the organisations. This section begins with an outline of the task achievement of the programme. It then considers the evidence from trainer course evaluation statements relating to personal growth and group sentience as experienced by each training group. Extracts from the primary evidence are found in the appendix to this chapter. There then follows a list of training materials generated on the residential weekends, which was the trainers' first act in 'trainer role' and then the strategies chosen for implementation which show later activities of the trainers in role. This section also contains some statements from external evaluators.

Chapter 6 describes and examines the post-course questionnaire data. Chapter 7 contains case studies describing the beginnings of implementation in 10 schools and colleges, which illustrate strategies chosen to meet idiosyncratic circumstances; genetic mutations adapted to particular environments and ecologies. Discussion of issues arising from this data is found in chapters 8 and 9.

Overview

There is now at least one trained trainer/ change carrier for Records of Achievement in all colleges of FE, some centres of continuing education and most secondary schools in the LEA. The ADU as a change agency external to the institutions has a network of informed and known contacts within the schools and colleges in the secondary and post 16 sectors with whom and through whom they can work. The LEA now has a group of chalk-face developers, actively implementing Records of Achievement, who will begin to make demands in terms of resources and back up. The 'experts' in recording achievement are now increasingly in the field, not in the ADU. Trainers who are also practitioners have high credibility with

teachers, and several of the trainers have already run training courses in other schools and LEAs. There is now considerable expertise at the 'grassroots' level of the system, which makes more glaringly apparent the large gaps in awareness and knowledge among the leaders in the LEA ie the heads, principles and inspectors. The ADU had very little access to these people for training, although some of the network members were able to educate and influence their own senior managements. With so many new trainers keen and willing to run courses, the ADU personnel have become released for other development work.

Group Sentience and Personal Growth

The strongest theme to emerge from the end of course evaluation statements related to the quality of group sentience and the growth experienced by individuals. Many teachers claimed the course helped them grow personally and professionally. Not all trainers wrote an evaluation at the end of the course because they were absent on the last day; 47 out of 63 possible ie (75%) From those evaluations that were written, 31 (66%) expressed feelings about personal growth and the supportive nature of the group. These statements were in response to a broad question about what they had gained from the courses and not specific questions on growth or group support. (see appendix 1) Their own statements were supported by the tutors' observations, which recognised small and considerable shifts in attitude, behaviour and confidence during the programme. It is perhaps too early to assess how profound these changes will be, nor the extent to which involvement in the programme will enhance the trainers' career prospects. However, by September 1987, 8 of the trainers have said that they felt their training has helped their career development.

A variety of training materials and models were generated through the course, which reflected the interests and perspectives of those who devised them. Most as can be seen are active and experiential.

**Training Materials / Models Generated on Residential
Weekends**

(Mode of delivery are in brackets)

FE/CE Group

1. Exploration of issues (lecture)
2. Basic assessment concepts (Music Hall type presentation)
3. Issues of training (role-play send up of tutors)

Secondary Group A

1. Basic assessment issues (card game)
2. Negotiating agreement on criteria (shaving exercise)
3. Where to find information (wall-chart exercise)
4. Assessment_teacher directed and negotiated (party hat making activity)

Secondary Group B

1. Basic issues, importance of modelling, unfairness of present system (snakes & ladders game, definitions exercise)
2. Sixth form college issues (reviewing role play)
3. Teaching styles, assessment styles & their effect on students (practical exercise)

Secondary Group C

1. Assessing moral attitudes (role play of a lesson)
2. Ways of increasing tutorial time (a management case study)
3. Feelings about different approaches to assessment_ the case for student involvement (word game)
4. The short-comings of the present reporting system (game_ "A Dicey Business"

Secondary Group D

1. Assessment of group work by observation (Chocolate biscuit tasting exercise)

2. The role of the tutor (plan of training programme)
3. Feelings about different approaches to assessment_ the case for student involvement (balloon game)

The teacher who helped to devise "A Dicey Business" went on to create a quality simulation, "St. Elsewhere", which she used to train her own staff. (see case study 2) One notable piece of work from group B, a humorous role play of a teacher-student review, was later videoed and became part of the ADU's stock of training materials. (" Keeping a low Profile" 1986)

Pilot projects have begun in schools and colleges all over the city using a variety of strategies and starting points. They range from 1st year schemes with primary links and a transition focus, to work with 'A' level students using self assessment and linked with the UCCA (Universities Central Clearing for Admissions) system for University entrance. This spread is important in that it shows that Records of Achievement are for *all* students and not the lower ability whose achievements would not be demonstrated through the traditional examination system. In the early days, Records of Achievement began with the lower achievers and there is a lingering mythology that the academic students do examinations and the rest have unit credit or a Record of Achievement. The ADU worked hard to try and avoid unit credit and Records of Achievement becoming 'second class' forms of accreditation. They found it useful in their training work to be able to cite examples from 6th form colleges and post-graduate courses in FE as well as primary and special schools to challenge the myth that some young people are too bright or too dim to take part in and benefit from the processes. This enrichment of the ADU's training material was one successful part of the original design. The 'upward flow' in the coffee percolator contributed to the flavour and strength of the coffee.

Ideas, problems and good practice are being generated and slowly disseminated. The table below shows the implementation strategies

reported through the questionnaires in July 1987.

Strategies for Implementation

This table is collated from the questionnaire data (see chapter 6 below), show the strategies and approaches employed by the trainers, working from within their organisations, or from outside, in the case of the EDS. The figures show the number of trainers who reported using each strategy. All 52 trainers who returned questionnaires used more than one.

Pilot within academic dimension eg faculty/dept	25
Pilot within pastoral dimension	10
Whole school In-service training	7
Training for targeted group or volunteers	22
Other awareness raising strategies_	papers to staff 2
	questionnaires 1
	exhibition on R o A 1
	meetings 5
Cross-curricular working parties/ steering group	6
Modularity/ unit credit	12
Internal certification	2
Building on or adapting existing systems	2
Consultancy/ talking to colleagues	10
Developing own classroom practice	12
Awareness- raising of management/ influencing management policy eg GRIST submissions	7
TOTAL	124

Year group selected for pilot in secondary schools

YEAR 1	12
YEAR 2	3
YEAR 3	3
YEAR 4	5
YEAR 5	3

This evidence demonstrates a distinct shift from the earlier view of Records of Achievement as leaving certificates for 16 year olds. The formative approaches have been found to be easier to introduce to first years than older pupils, especially fourth years. There are also links between Records of Achievement and the transfer of information relating to 11 year olds in transition from primary to secondary school. Guidelines for these were being developed at a city-wide level.

Evidence from Institutional GRIST Bids July 1987

As a benchmark of how far Records of Achievement have established themselves within each organisation's developmental agenda, each case study refers to the GRIST bid for 1987/88. New funding arrangements for teachers' in-service training, began in April 1987, and was known as GRIST, Grant-related In-Service Training. Under GRIST, responsibility was given to each institution to spend its own training funds on programmes of their own design. Certain development areas were encouraged by the DES, who offered additional funds for national priority areas. None of these related directly to (assessment, although they will in 1988/89. The Local Authority priorities included assessment and funds allocated for GCSE training was also available. Each institution was allowed £64 per teacher for the financial year to spend on staff development, according to its own curriculum development plan. However, extra funds were available if its programme related to the local or national priority areas. Schools and colleges were obliged to demonstrate that they had undertaken a consultation process with their staff

before drawing up their curriculum and staff development programmes, for the coming year. There were then subsequent discussions between the institution managements and their district inspectors. This whole process in itself was valuable, and allowed the trainers to 'lobby' for Records of Achievement and assessment to be included on the agenda. Some schools came up with tightly focussed plans, with 1 priority or 2- 3 related topics. Others seemed rather too ambitious with 10 or more priorities for the year.

The establishments bids from the 33 schools included in the 'training trainers' programme reveal the degree to which the work of the Assessment development Unit had influenced school based priorities by July 1987. Every one of these schools included a reference in their GRIST bid to one or more of the following; Records of Achievement, assessment, unit credit and the development of modular courses. 28 of them made specific reference to Records of Achievement or profiling.

The bids from the colleges were longer and more complex. In the North college's bid, there was no explicit mention of Records of Achievement, only a reference to assessment methods embedded in a more general paragraph about "quality of courses". Similarly, in the Central FE college, Records of Achievement were not cited separately but a reference to "new forms of assessment, profiling, Records of Achievement" appeared in the section "14/19 curriculum". The south college devoted a whole section to "Accreditation" which began, "Promoting new forms of accreditation, modularisation of courses, profiling." This suggests that developments in the Further Education sector have been slower and more fragmented, not having penetrated the consciousness of the whole establishment. Evidence from the follow up questionnaires supports this view. (see chapter 6 below)

Evaluation from Sources External to the LEA

An evaluation of the training programme was undertaken in December 1986, at the ADU's request, by Stephen Munby of Sunderland Polytechnic.

He interviewed 6 of the trainers, chosen for their availability and willingness to be interviewed, 4 of whom had only just completed their training. His report concludes-

"From the small sample of course participants who were interviewed, it is clear that the 'training the trainers' courses have been very successful, conjuring up positive feelings and fond memories. Those interviewed found it difficult to find fault with the course and would strongly recommend it to others. They came down clearly in favour of the experiential emphasis on the course and found the structure to be very satisfactory although some felt uneasy and slightly dissatisfied with the less structured part of the course. The positive effect on schools seems evident from the fact that opportunities have been taken and strategies adopted to work more closely with colleagues and to develop in-service training but there is only a small amount of evidence so far that the course has directly affected work with pupils."

In March 1987, two HMI (Her Majesty's Inspectors) came to Manchester to see the work of the ADU. They visited 4 High schools and spent half a day discussing the 'training trainers' programme. Their report is not yet published, but an ADU report on their visit, based on discussions with the HMI before they left was written by Mr D. Newell, a member of the unit. This report stated about the programme;

"The effects of the programme of training had been "profound". HMI noted that colleagues who had had a great deal of experience identified the course as being a seminal influence in their work.....The value of the network to the trained trainers was noted." March 1987

The third source of data comes from the external evaluation of Manchester's TRIST programme, undertaken at the request of the LEA. Unfortunately, this was not written up by the evaluator into a formal report before she left for other employment. Her notes relating to this programme based on interviews in a small sample of establishments are found in the second appendix to this chapter.

This section has drawn on evidence from the participants' evaluation, post-course questionnaires, institutional GRIST bids and external evaluation. The evidence relates to specific aspects of course processes and task implementation.

It is too early to assess the total impact on institutions, but it is possible to give a picture of progress in July 1987. The degree of development is variable as is the quality and quantity of data and the possible reasons for this are discussed below. There is little information available yet as to the impact on pupils, parents or 'end-users' (FE, Universities, Polytechnics, employers, YTS managing agents, sixth form colleges) as the major pilots will not reach a summative stage until the summer of 1988. In the next section there is an overview of the reported data from trainers, which gives an insight into the earlier stages of implementation.

APPENDIX 1

Statements from the Trainers' Evaluation Statements Expressing Sentience of Personal growth

Where these statements were made by trainers whose experience is described in a case study in chapter 7 below, this is indicated in brackets. This is of interest in that the case studies illustrate the more advanced stages of implementation.

FE/CE GROUP

"I'm looking forward to continuing the process that's begun ie continuing the support of the group..."

"Biggest thing I got out of the course _I can articulate (or am beginning to articulate) true and genuine feelings when appropriate. Am more aware of the importance of the appropriate climate...I have grown - I will continue to grow- but not on my own- it is wasteful to work alone. Working with others accelerates growth. (I think I've learned to boast!)"

"Confident in tackling training sessions when required. Can go into other centres. Really enjoyed working with very supportive working team. Where to go in a crisis (colleagues/ ADU!) always enhances confidence ! as agents of change (many colleagues see us as revolutionaries) its important to identify allies".

"The group_ probably the most important element for me_ very supportive_ very important_ not experienced on other In service training. Confidence enhanced (and not)... within group have begun to identify role and also seeds of a college team. Commitment enhanced to ideals...The quality that gelled the group has remained binding and supportive. I expect the on-going spin-offs from this course will be far reaching and instrumental in beginning to change the system."

"I also feel that as a teacher I have grown up and become more aware of my role in class. In the future I want some regular form of contact with the ADU and the group eg regular

meetings just to debrief" (trainer in case study 6)

"I feel I have gained knowledge and support from my colleagues and yourself.. I now feel confident that I could and would like to be involved training other groups.. What has helped was the support from the ADU and colleagues on the course."

SECONDARY GROUP A

"I think the course has placed my own situation in context and I feel much less isolated and perhaps vulnerable that I did before the course... I shall certainly wish to keep in touch with the ADU and other colleagues I have met as a result of the course." (case study 1)

"I have particularly gained in the area of group work both as leader and participant and can now see many of the pitfalls.. The residential was particularly valuable in terms of the input and experiences and the group gelling."

" good support leading up to training exercise_ made it feel comfortable. Contact with so many others from across city has been a great help. Really looking forward to being part of a network_ it will keep development moving and stimulation up." (case study 8)

SECONDARY GROUP B

"I certainly feel less threatened and more confident"

"I have thoroughly enjoyed the course. I have learned a great deal about a) assessment and
b) myself "

"I have gained a sense of belonging to a team with a common purpose..Confidence_ I've overcome some of my doubts about being able to 'train' other teachers."

"What has helped me on this course has been the enthusiasm of the facilitators for the subject, the keen interest of a very supportive group which were cohesive and personal enthusiasm.. I have gained more insight into providing and facilitating a course, more confident. Very enthusiastic and more focussed on where I would like to develop further."

"I have found the course most informative, but I have gained much from informal discussions with course members who come from a very wide teaching and educational background."

"The discussions with people on the course have helped considerably to clarify ideas. It has been beneficial also to discover that many of us face similar problems. On most days there has been something which has given an insight into finding a way through the maze; awareness of a problem creates anxiety which needs to be allayed by possible solutions. In my view the balance between theory and group work has been right." (case study 3)

"Working and relaxing with the group made me confident enough to co-operate over fieldwork... I am a little doubtful about the viability of the Central Network team, though it is early days. I think that group B might work together very effectively on the next stage_ we still have a lot to learn from each other."

"What helped? Groupwork. Weekend. Fun_ an essential training toolgroup size fine. I have gained a sense of professional confidence- relationships with group.."

SECONDARY GROUP C

"Within the group situation I learned to overcome one of my biggest hangups which was to speak and feel at ease with a group of professionals, and not be afraid of 'criticism'. I look forward to 'training' within school and cant wait for INSET as part of the curriculum. My expectations of what I wanted to learn and what I did learn have been more than fulfilled. In fact I underestimated the amount of personal growth and professional growth which was possible in so short a timescale. If this could be achieved with all teachers I would wish I was back at the beginning of my career!...More self confidence... a feeling of safety and a level of trust with group members which previously I would have fought shy of ever being involved in...these growth areas have been helped by my confidence in the leadership and group members thereby enabling me to try out skills hitherto unused or untried or just learn."

"Friendliness of ADU team and other colleagues has made work pleasant and non-threatening. The easy atmosphere enabled concerns to be shared and discussed without threat."

"I am beginning to feel confident in what I know, but I am even more aware of what I don't know than I was before! I am happy though that I can get at support and information if I need it." (case study 2)

"Expectations mainly met in a challenging, friendly and relaxed course which raised many fundamental questions in a very stimulating way. I have enjoyed the course and have benefited from it."

"It has enabled me to take on the role of 'change agent' in my establishment with some confidence. Shared experiences with 'tutor(s)' and group members has increased awareness...the network would help the individual working out in an individual school to feel they had support and guidance- someone to run to when things go wrong."

I have gained "...hopefully the confidence to arrange training sessions for colleagues in school...what has helped has been the shared experience of others in the group, the residential weekend when it was possible to get away from daily school pressure and concentrate solely on the course...Also knowing that I can contact other members of the group in the future should the need arise. What has been of greatest value, however has been the opportunity to explore in depth and at length the key issues with colleagues from a variety of backgrounds and experiences."

SECONDARY GROUP D

"...areas covered gave me confidence to feel I could develop my 'experience' and 'expertise' alongside others" What has helped? "the support of group D" long term target "be part of a 'breed' of people who are working to implement this in MEC establishments"

gains "...a network of colleagues who are pursuing a similar range of objectives in the field." What's helped? "Style and organisation of course leader providing a supportive, encouraging and non-threatening ethos...Quality of fellow course members- intelligence, empathetic, constructive etc" The future "Regular meetings of current group to sustain and add to motivation" (case study 4)

"The course has taken me on further than I had expected in

terms of my own involvement" gains "Increased confidence. Increased awareness of weaknesses. Motivation to try to proceed. Enjoyment." What's helped "Having to speak. Listening to others. Conviction that the process is valid and important. A rare group chemistry- this group worked hard, was also very caring- a real experience"

"perhaps the most important outcome for me is in terms of personal growth- it's many years, because of factors outside my control, that I have had the energy and felt so committed to something educational. I feel the whole concept of Records of Achievement vibrant, stimulating and challenging- To me it embraces everything that first made me want to go into teaching- it's about children and helping them grow and develop!!...I have gained knowledge, skills, confidence- developmental work in school. Energy and renewed enthusiasm. Friendship and support." What's helped? "...style of leadership, group dynamics and support..support and interest shown by Ruth and Chris." (case study 10)

"..lots of group support. I still have my fieldwork to do but I feel far more confident about tackling it than I did... I really enjoyed being part of group D- both socially and as colleagues in a working situation..I trust my own judgements more, realise the value of group support...I've also gained a network of contacts.. The status of people on the course put me off initially but not for long- very refreshing to share experiences with the group."

"I have 'grown' so much during this course_ its incredible... member of a superbly supportive group with a good leader..it has been through my training here that I was able to play an important role in a meeting at school to stop it becoming very negative- I was able to speak with confidence about the issues raised, and then establish my points." (case study 9)

APPENDIX 11

Extract from TRIST Evaluation

This appendix contains extracts from the TRIST evaluator's post-course interviews in 3 establishments; An FE college, A high school and a sixth form college. They are in note form.

"How relevant to your needs did you find the course-

a) as attender

b) as a trainer of other staff?

a) Definite impact on teaching- course well received, and all referred to high level of information, quality of tuition. Infected by enthusiasm and commitment of course tutors.

b) Varied- individual obviously important. Some people more readily able to adopt a training role than others. All had attempted some dissemination. from informal chats in staff room, to formally organised in-service training.

How far has doing the course enabled you to initiate change in your institution?

All referred to the information received on the course_ a feeling that having all that knowledge gave people confidence to tackle/ approach management_ so it had succeeded in getting the necessary/ relevant information into the institutions (seems schools more enthusiastic the FE)

What value do you see in the NETWORK? Is it working? What do you think of cross-subject/ cross-institution network?

Mixed feelings about the structure, and relevant benefits of 'specific' as opposed to 'cross' network. Generally liked the idea of a network, and saw advantages in large, all-consuming network meetings occasionally, but some more regular opportunities to meet in more specific groupings _ subjects/ FE/ schools (structure under review)

What on-going support/ future training would you like?

Regular updating/ information

Training packages which could be used with other staff

Reviewing and Counselling skills

Examples of good practice (sharing sparks ideas)

Reporting

Training in areas of PSE_ because felt it has a massive contribution in terms of Records of Achievement. Course could be enhanced by link with PSE. More support in setting up in-service training.

Positive /Negative reactions
ALL POSITIVE"

CHAPTER 6

IMPLEMENTATION IN THE SCHOOLS AND COLLEGES

This section examines the data gathered from the post course questionnaire which gives a picture of a large proportion of the trainers' activities, feelings, triumphs and frustrations in July 1987. In the chapter below, the experiences of 10 of the schools and colleges is narrated in the form of case studies. In this section, the data referring to second stage implementation is presented in a table, with the case study schools and college indicated. There are then tables showing the positive and negative factors which trainers identified as being significant in their work, followed by an analysis and a more detailed description. The data is also examined in the context of each sector.

Questionnaire Data

Data on the progress of the trainers was gathered through a variety of sources; formal and informal interviews and consultations, network meetings and questionnaires, sent out in June 1987. At that time there were 60 teachers in the network. Of these, 52 were returned by July 1987_ a return of 87%

A copy of this questionnaire is set out below.

"Training Trainers for Records of Achievement Post-Course Evaluation

1. Please give a brief outline of what you have been able to do as a result of the course
 - a) in your own classroom
 - b) in your department/ faculty/year
 - c) in your college/ school (Approximate dates would help)
2. What problems have you encountered? How have you tried to tackle them? Which problems do you have now?
3. What factors have helped you implement Records of Achievement?
4. Any other information.

Many thanks."

Two examples of completed questionnaires are found in the appendix to this chapter. The instrument was lightly structured and open ended for a number of reasons. It had to cover a range of circumstances, contexts and stages of development, which arose from the scope of recruitment and the staggered time-scale of the programme delivery. For the FE/CE group, it was over a year since they had completed the course, whereas the trainers in groups C and D had been 'operational in the field' for 6 months. The questionnaire needed to be inviting and not discouraging to those who felt they had made little progress. It needed to be congruent with an underlying message of the course that they were experts in their own domains. A tightly structured instrument might have detracted from this and suggested there was a 'right' and possibly 'wrong' way of proceeding. On a more practical note, as this was a busy time of year and most trainers busy people it was important that the questionnaire looked 'user friendly', and quick to complete. A complex and more detailed instrument may not have been so readily filled in. Finally, the author had moved on from the ADU by this time and was less in touch with the concerns and progress of the trainers. A series of four open questions seemed the best route into discovering the main issues that were current and alive for these people. Follow up was possible and undertaken for some of the case studies.

There are limitations with self-reporting. It can only deliver as much information as the person is willing to commit to paper. It is coloured by the individual's own experience and self concept and filtered through her/his own perceptual framework. Some are more candid about themselves and their colleagues than others. Some have more insight than and took more time and trouble to complete it than others. For many reasons, the quality and quantity of the material is varied. Problems and helpful factors were identified, as shown above, from open-ended questions and not a checklist or more pointed, structured questions. Hence, although not influenced by pre-determined criteria, they are inevitably those which were prominent in their minds at the time of writing and

possibly not the list which might have been elicited by an interview or a checklist. For all these limitations, the data does give a broad and often detailed picture of the state of implementation of Records of Achievement in Manchester schools and colleges in the summer of 1987.

The table below gives an summary of the implementation data. Second stage implementation is taken to mean work with colleagues within the school/ college, first stage implementation being in their own classroom practice. The case study institutions are indicated with an asterisk.

Table to show the Second Stage of Implementation in Secondary Schools in July 1987

North 11-16 mixed	Review of Alternative Curriculum systems Two residential training weekends organised on Records of Achievement Training for 3 faculties to look at their record keeping
11-16 boys	Trainer left school. No data
11-16 girls	Questionnaire not returned
11-16 mixed TVEI	Contributed to training for 4th year tutors Influenced 1st & 2nd year developments in own dept.
11-16* RC mixed	1st year portfolios & modular courses Rolling programme of training with departments Modules in 4th & 5th year planned
11-16 mixed TVEI	Co-ordination of unit credit
11-16* boys	Faculty profile in 1st & 2nd year 4th year unit credit in faculty Tutorial development in 1st year

11-16* RC mixed	Professional reviews with staff
11-16* RC mixed	Whole staff training programme through rolling programme in mixed groups Pilots planned
11-16 mixed	Presentation to whole staff on Records of Achievement Heads of faculty meetings to examine issues
14-16 special	Development of unit credit in 5th year School working group on Record of Achievement
Central	
11-16 C of E	Unit credit for 1st year in own department Assisting with faculty review of assessment in 1st mixed year
11-16* girls TVEI	Training programme with tutors and faculties Pilots planned for 1st and 4th years
11-16 RC mixed	Questionnaire not returned
11-16 mixed	Summative document produced for this year's 5th year Plans for portfolio years 1-3 Training for Alternative Curriculum staff
11-16 boys	Records of Achievement introduced in 1st year Systems of internal certification being developed Some training involvement
11-16 mixed	Two residential training sessions on assessment 1st year pilot planned
11-16 RC mixed	Questionnaire not returned
Sixth form College	Work with own department and tutor team College working party set up with senior management support

RC sixth form College	Meetings with senior management about implications of NPRA pilot
RC sixth form* College	Cross-college working party Pilots planned in 6 subjects
South	
11-16 mixed	Exhibition on Records of Achievement Paper presented to influence school policy
11-18* mixed	PSE lessons_ processes & accreditation 2nd year English pilot Whole school strategy planned
11-16* RC mixed TVEI	NPRA pilot with all 4th years
11-18* girls	Training through departments Pilots planned for 1st & 4th years
11-16 mixed	Influence on senior management & school policy Plans for 1st year pilot Sept 1988
11-16 mixed	Training for pilot with 3rd year tutors
11-16 RC mixed	Discussion document produced for staff Questionnaire to staff through faculties to identify existing practice Pilot planned for 4th years in 3 curriculum areas Training planned to support this
11-16 mixed	Short training session for whole staff 3 departments keen to begin unit credit
11-16 mixed	Continuing to develop practice in Alternative Curriculum and unit credit
14-16 special	Collecting 'best work' for profile files Training for staff Building links with unit credit

Further Education

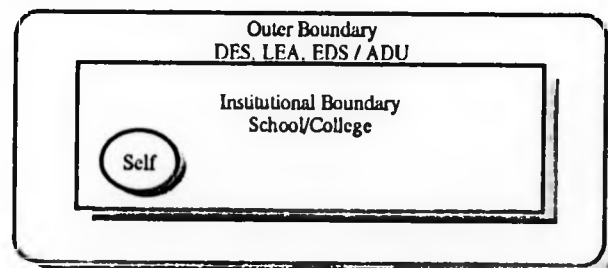
North *	Pilot in own section, formative through to summative Expansion planned from September Training to support both phases Talks with senior staff to expand it into other areas
North	Unit credit now introduced for link courses Development of own college accreditation 'Coffee cup' training sessions for colleagues
North	Adapting existing systems in own section Training for other staff in section
North	Some training sessions for staff
Central	Pilot study in own section Some staff training including residential Teach-in for management Submission to Further Education Unit for further pilot funding
Central	Questionnaire not returned
South	Member of college working party & work on foundation year Contribution to training sessions
South	Questionnaire not returned

Community Education

North	Questionnaire not returned
Central	Training for staff
Central	Training for staff
South	Meetings with various subject teams Work with open learning staff on record keeping Work with other college trainers on a paper to Academic Board

From the questionnaire data, there are also some interesting insights into the processes of change. Trainers were asked what problems they had encountered and what had helped them in the stages of implementation. These positive and negative factors have been collated and through inference have been broadly categorised under four boundary headings; outer, institutional, self and other. The 'Outer Boundary' contains influencing factors external to the school or college, but connected to the world of education; the DES, Local Authority, Education Development Service and the ADU. The 'Institutional Boundary' relates to the domain within the school or college itself, mainly relating to the teaching staff, the students as primary clients, the other activities that were happening at the time and the organisational climate. Those in the 'Self' category refer to factors trainers cited about themselves, their own abilities, circumstances and professional role. Parents, as secondary clients of the system, appear in the heading of 'Other'. These categorisations are used again in the discussion of the case studies found at the end of the chapter below.

The tables below (on pages 107-110) are based on a content analysis of the second and third parts of the questionnaire. They have been grouped in clusters within the categories described above. The figures refer to the number of citations made. The tables are followed by a section on each which explains certain items in more detail, and contains some of the more illuminating extracts from the questionnaires. It also includes comments by the author based on her own observations or on data gathered from other sources within the school.



**Positive Factors cited by the Trainers as being helpful in
the Introduction of Records of Achievement**

Outer Boundary (external to the organisation) 34

HMI	2
LEA	6
Funding/ Resources	13
EDS/ADU/Network	13

Institutional Boundary (internal to the organisation) 97

Management support ; 20

Staff; 52

support from colleagues	9
focussed staff interest	25
another trainer	7
existing expertise	6
competent staff involved	5

Activities; 19

unit credit	5
incremental to existing activity	8
GCSE	4
pacing change	2

Climate; 3

industrial action	2
institutional climate	1

Clients; 3

interest from students	3
------------------------	---

Self ; 35

Role; 31

training	13
flexibility of role	2
own competence	8
acting in own role	8

Self; 4

Own commitment 4

Other ; 1

Parents 1

**Negative Factors cited by the Trainers as being Problems in
the Introduction of Records of Achievement**

Outer Boundary 19

DES	4
LEA	4
Funding/resources	11

Institutional Boundary 141

Management; 19

lack of support	10
style of mgmt	9

Staff; 59

feeling threatened	12
time	24
administration involved	8
complacency	12
cover	3

Activities; 12

GCSE	4
inappropriateness of task	2
task technicalities	6

Climate; 46

size of institution	2
overload of change	6
rigidity of curriculum	2
tension with existing systems	5
general climate	6
industrial action	13
other priorities	6
previous developmental experience	1
sustaining change	5

Clients; 5

client scepticism	3
pupils disrupted by training	2

Self 28
Role; 23

role & status of trainer	6
overload of work in current role	7
lack of support	1
isolation	2
stress	2
ambiguity of role	5

Self; 5

own inadequacy	4
age	1

An Expanded Explanation of the Tables Positive Factors

Outer Boundary

HMI visited case study school 2 as part of their inspections of the ADU and EDS in the spring of 1987. Their interest and willingness to join in the 'cascade' programme was an encouragement to the trainers. HMI wrote in a report of another school that "it is a matter of concern that the school has no assessment policy". That assessment is that school's priority for the year 1987/88 probably owes more to this report than the trainer who is in middle management and less able than senior colleagues to influence school policy. He was also fairly marginal within his training group and did not demonstrate particular interest in Records of Achievement. Progress in that school is more likely to have been in spite of him rather than because of him.

Funding for in-service training and development work under TRIST was particularly significant. Not only did it fund the initial training trainers programme, it also gave resources and therefore hope to the trainers themselves for the implementation stage. This was capitalised upon most by the earlier groups, particularly FE. TRIST ended in March 1987, although some existing projects continued to receive funding under extension arrangements. GRIST funding then took over in April 1987.

The commitment of the local authority was evidenced primarily through the existence and resourcing of the ADU, whose work was supported by senior officers and inspectors throughout the programme. The EDS structures were also used to support the development. The EDS district managers released staff for training and the central district manager invited Ruth Sutton to provide a shortened version of the course to all the EDS staff on his base who were involved with secondary schools, in recognition of the integral nature of Records of Achievement to all curriculum innovation. The LEA also gave clear support to the NPRA pilot project in an RC school in the south. The impact of this pilot was felt

particularly by the other Catholic schools and sixth form colleges in the city.

Some trainers had called on the active assistance of the ADU and the EDS in their development work. It is probable, from informal conversations with trainers, that many others drew comfort and confidence from the very availability of support. This is similar to the service offered by the Samaritans and other help agencies. People derive comfort and security from the fact that they exist and could be called even if they never actually dial their number.

Institutional Boundary

By far the highest number of factors related to those within the institutional boundary; over twice as many as those relating to self. As the task of the trainers was to bring about organisational change, it is not perhaps surprising that factors which relate to the institutional boundary should be cited most often. Of these management support counted for 23%. This could well have been higher if a specific question had been asked relating to this. The experience of the tutors in working with the trainers suggests this was one of the single most important factors. Sometimes headteachers seemed genuinely convinced that Records of Achievement were good for children and this initiative should be prioritised. On other occasions the pressures came from outside, the impact of the NPRA pilot, the requirements of TVEI, or an ambitious desire to keep up with developments. Two trainers described their heads as ambitious or trendy and therefore supportive, wanting to be seen to be out ahead in the flowing tide.

The case studies revealed the importance of relationships with colleagues and the need to identify expertise and focus staff interest to bring about change. Over half the positive factors from the questionnaires focus on this area.

One trainer wrote

"There exists in the school a wealth of experience, expertise and enthusiasm relating to the development of Records of

Achievement. Senior Management Team are supportive and the organisational structure exists."

Unfortunately, he felt he lacked the time to devote to development work, owing to his other commitments. It is hard to have everything, but if the school are that keen, then they need to re-allocate work and resources to allow the change to happen. One trainer, who works in a school with a particularly difficult recent history of strife and division has been able to break through the cynicism, identifying and fostering interest among a group of 3rd year tutors.

"I have tried to overcome this by providing background information, showing genuine enthusiasm, providing examples of successful schemes, and maintaining a sense of humour."

The trainer who cited institutional climate as favourable wrote

"The school is open to change and initiatives...an acceptance that present assessment/ recording/ reporting procedures leave a lot to be desired....a willingness to get back to normality after 3 years of strife." (a reference to the teachers' industrial action)

Self

It may be however, that it is easier for trainers to report on factors relating to other colleagues and their surroundings than to themselves. It is highly probable that the personal qualities of the trainer and their informal status in their organisation are more significant than the reported data reveals.

Several trainers mentioned their own commitment was important in winning over colleagues. One trainer (case study 6) described how he had tackled his problems;

"By negotiation, discussion, persuasion, bribery, cajolery.... temper tantrums etc"

It sounds an interesting range of behaviours! Several trainers described

problems and how they had found solutions themselves, revealing their own abilities as strategists, pragmatists, salespersons and politicians. A key quality was persistence. This conjecture can be inferred from their actions far more often than is directly stated by the individuals concerned.

Negative Factors

Outer Boundary

The DES factor in this case refers to the Government's imposition upon teachers of a new contract. This was brought in by Act of Parliament in 1986 to end the long running dispute and bring about changes to the career structure and definitions of hours and duties. It also abolished the Burnham committee structure, thereby depriving teachers of rights to negotiate on pay and conditions. In the summer of 1987, schools were in the throes of working through the implications of this, which was causing much resentment and bitterness. One aspect which was frequently cited was "This is the end of teacher goodwill. Teachers are not going to want to take on any extra work now". It was not clear how the new directed time allocation would work. On the one hand, it seems to have allowed development meetings to take place and one school used directed time for tutors to meet with pupils to discuss their Record of Achievement, thus making the activity obligatory and providing the time for it to happen. However, more often the effect of the new contract at that time was negative. As change in education almost always means extra work, the imposition of meetings and parents evenings through directed time was seen as a hindrance. Most teachers seemed in no mood to volunteer for extra work when they were having it imposed on them. The trainers in schools were themselves part of this process and had their own feelings on the matter to cope with.

Those trainers who cited the LEA on the debit side, felt their work would be easier if the Authority made a clear policy statement about assessment and Records of Achievement, backing it up with appropriate

staffing resources. A policy on assessment was passed by the Education Committee in June 1987, but when the LEA faced rate-capping in July 1987 a financial crisis ensued which severely diminished resources particularly EDS and school staffing. Some resource issues related to the kinds of funding available. There was money in abundance for training and supply cover for release. However, early Records of Achievement schemes were running into difficulties for want of Administrative and technician support, folders and filing cabinets as well as teacher time during the school day.

Institutional Boundary

Management issues relate to lack of support which is referred to below and the leadership style of the headteacher. In two cases, the heads were weak and laissez-faire, sitting out time until retirement. Another was controlling in style, preferring to take all the major decisions personally and not encourage initiatives from staff. Two were rather anxious and cautious, worried about rocking the boat or making extra demands on staff after a fairly disturbed period.

Lack of support from management, or the style of management in the organisation was significant but not as large an issue as staff time which featured as the major stumbling block, along with staff feelings of threat or complacency. Within this boundary, the issues of time, administration, and change overload are undoubtedly linked. The long industrial dispute had held the brakes on the pace of change and the teachers workload for over 2 years. Suddenly, the floodgates seemed to be opening and many initiatives were poised ready to torrent down upon the teachers who had learned to enjoy their teaching again without their energies being drained with lunchtime duties meetings and development work. The prospect seemed both frightening and exhilarating. De-stabilisation of the education service owing to the amount and speed of change was a fear expressed at several levels of the service at that time. Teacher morale was low in many institutions and this seems to be connected with the general feeling that

the job was getting harder and more demanding, while the rewards and prospects diminished. One trainer who felt the task inappropriate works in Community Education. Most of their clients are adults who come to pottery or yoga for a couple of hours a week in the afternoon or evenings, classes for their own interest. The trainer felt it was interesting for herself and her colleagues to know what was happening in schools and colleges and recording achievement might be useful for those pursuing skills and qualifications, but not those on leisure classes. The other worked in the EDS in the area of religious education. She had strong and legitimate doubts during the training course, which remained with her about the use and appropriateness of Records of Achievement in assessing moral and spiritual development.

The size of their institution was felt to be negative by 2 trainers who worked in one of the huge multi-sited FE colleges. These establishments, which each have over 500 staff, are heavily segmented and rather unwieldy. For these trainers this meant making an impact on the organisation or policy was very difficult. Another trainer found difficulties in communication in a secondary school which was split-site.

One of those who reported "rigidity of curriculum" works in a traditional 6th form college with a strong reputation and track record for its 'O' and 'A' level results. The college is delivering what its clients and the parents want. There is almost no dissatisfaction with the present system and even a fear that change might detract from their success. It has a very stable staff and little history of innovation. They also expressed a feeling, which was shared by another 6th form college that they could not change their systems because of the requirements of the Universities Central Council on Admissions (UCCA) and the Polytechnics Central Council on Admissions (PCAS). These systems both require estimates of predicted grades at A level and a reference which is often confidential. Both these are contrary to the philosophy of Records of Achievement. Others felt that the constraints of the public examinations system created real tensions with

Records of Achievement which have not yet been resolved. There is probably an additional factor in that sacred cows do not give up their holy status easily. The new is often regarded per se as less worthy than the old and familiar. Sometimes that may be the case, but not always.

The industrial action affected individual schools very differently, depending on the relative membership of particular unions, the militancy and leadership of the union representative and the various forms of action which were taken. One union conducted a series of half-hour strikes at short notice, which resulted in children being sent home on frequent occasions, while another union preferred half-day or full day strikes targeted on schools where their membership was high. Other unions took very little action at all. Two schools had been particularly affected by industrial action. In one school, already mentioned above, a climate of apathy seems to pervade both senior management and the staff, after a long and bitter industrial dispute which divided staff and the community. In the other, industrial action had been applied to the letter and members adhered closely to instructions. This had made the school very difficult to run and permitted scant development. A wider and more insidious effect of the industrial dispute was to cause a severe drain on senior staff time and energy across the city. It was the senior management who had to keep the schools running, finding supply teachers, carrying out lunchtime supervision and coping with the logistical implications of strikes without damaging professional relationships. Deputies who had to spend evenings at home trying to find supply teachers and organise substitution around all the various union restrictions, shifting union tactics and other contingencies, including the training trainers programme and GCSE training suffered considerable fatigue and stress. Relationships in schools among colleagues in different unions and stages in the hierarchy often became strained. When maintaining the system took so much effort, it is not surprising that some trainers experienced difficulty in carrying out development work themselves or in gaining management support to act.

Most of the individual factors contributed to the "general climate" reported by 6 trainers. However some schools, seem to have an organisational culture which is more resistant to change than others and some more apathetic to the needs of their clients and/ or the events of the outside world. Recent organisational history was significant in a different way in another school which had tried to change its assessment systems 4 years ago. (see case study 10)

Sustaining change, an issue to be developed in the case studies, was a concern of five trainers and probably others. Innovation, once begun seems to have some fragile stages when setbacks may stymie the whole enterprise; the new contract, rate-capping, technical problems and their own energy levels. The 7 who reported that their work load spared them little time for development work were in senior management and had got bogged down with the timetable, cover or other maintenance tasks, exacerbated by circumstances described above. One had changed school through promotion, and found her energy was then absorbed with finding her feet and establishing herself. Ensuring *real* change was another problem; as one deputy head commented,

"It is possible to go through the processes without the students discerning any difference from a normal lesson eg I visited all groups doing self-assessment and found some individual/ small group work but in one case a teacher at the board teaching it as a lesson. I was horrified, though later realised I had taken it for granted he knew there was an alternative. Producing materials for use in the classroom had not raised awareness of alternative methodology. I need to go back to the very beginning and state the obvious."

Actual resistance from staff arose for a variety of reasons. In a small minority of cases it was probably connected with the personality and professional standing of the trainer, although this was never reported as such. Several said their staff felt threatened and this seems to have been tackled most effectively through one to one chats, identifying the problem, giving information and offering re-assurance. Some staff were dubious for

sound professional reasons. They feared that the increase in bureaucracy would be a waste of valuable teaching time and difficult to administer. There may well be a sound basis to their fears (see case study 10). One of the main sources of resistance from staff was the number of changes and innovations coming at them at once as mentioned above.

“Very few problems in first year apart from setting priorities. There are so many areas to cover in terms of pastoral skills, new initiatives, so many ‘isms’, teaching methods etc that it is hard to persuade overworked form tutors of the value of Records of Achievement.”

It might just be rigidity of thinking. “Problem of getting ‘A’level tutors to think outside their subject discipline.” One teacher in a very positive developmental climate was worried about the delivery of the task.

“ Another problem I fear might arise is the weakness I believe to exist in the ‘faculty’ system. ie Will they properly address the ‘Assessment Cycle’ to produce valid criteria??”

Self

Some trainers, particularly those in FE had many difficulties negotiating a legitimate developmental role for themselves. Ambiguity was felt most by trainers who had competition within the school for the developmental role (see case studies 8 and 9). Some of the literature about leading change (Peters & Waterman 1982), (Stewart 1983) tends to assume that the change carrier is in a management position, with the authority and legitimacy to influence policy and to act. In this programme this was not always the case. Thus an additional pressure on some trainers, particularly for the FE group and those secondary teachers not in senior positions was to put Records of Achievement on the policy agenda and negotiate for themselves a legitimised role as leaders or co-leaders of the innovation in their organisations. This took one FE lecturer 15 months of persistence through set-back and indifference. Moreover, this development brief was in addition to the roles and tasks they were already performing,

and the decisions about timing, pacing, strategies were not always within their sphere of influence. Some got caught up in some complex organisational politics, which may have been a learning experience but was not always pleasant.

One man felt he was too old to act as a change agent. He is only in his mid 40's, so that is rather sad, especially as there were other effective trainers operating who were older than him. He also seemed rather isolated and dispirited. He saw his problems as

“ lack of encouragement. Lack of vision from some people. Frustration when the simplicity of the operation isn't appreciated....Very wary of people who say what they do rather than do it....After over 20 years 'pioneering' I find I don't have as much 'flare' as I used to!!”

Others too felt their energies weren't up to it for other reasons, usually competing pressures on their time. “The willingness is there, but they need leadership and I'm exhausted” was the surprising comment from one young and very dynamic deputy head in an inner city school.

There follows an analysis of the questionnaire data according to clusters within sectors which shows some of the relative emphasis of the factors according to sector groupings and reveals some new issues.

A sector Analysis

The Education Development Service (9 questionnaires returned)

The EDS concerns clustered according to the district base organisation in which they operated. In the north district, the 4 EDS personnel who came on the training trainers course already operated as a team with a focus on 14-19 initiatives. Many schools in the north had already embarked on unit credit developments using these teachers for support. Therefore these trainers already had a foothold in most of the secondary organisations in their district, had built up working relationships with key people and were working with them on a task which the schools wanted

and was linked directly to Records of Achievement. This was a most fortunate conjunction of circumstances and they reported team support and the interest of colleagues in schools as positive factors. The style of their senior management allowed them more freedom and flexibility to work alone or in teams across several institutions at once according to the developing and shifting needs of the schools.

In the central district, the 2 trainers found it harder to apply their new expertise in their work roles. Because a shortened version of the programme was provided for their secondary team by the ADU, they felt there was no need to carry out training themselves with their own colleagues. One of the trainers expressed doubts, as explained above about the application of the principles of Records of Achievement to her area of Religious Education. The other had her school involvements already mapped out for her and was not sure how Records of Achievement would fit in. She did provide support to the trainer in case study 8, but this arose more from prior friendship and shared experience in group A than her ascribed tasks. The EDS teams were designed to re-act to bids for support which came from schools. They were therefore supposed to work on existing or planned developments within the school rather than bring in new projects from outside. Thus another factor here was the degree to which central district schools had by this time prioritised Records of Achievement as a development.

In the south the 4 trainers all expressed some frustration at their restricted opportunities to act. The style of management in the south was the most controlling of the 3 bases and trainers were not able to respond to requests from schools until lengthy bureaucratic procedures had been carried out. Like the other districts they were expected to be reactive although they tried to encourage trainers they knew in south district schools to bid in for their time. The Senior District Inspector probably had her own set of developmental priorities in which Records of Achievement was not high. Interestingly, in contrast to the RE teacher in the central

team, one EDS trainer was able to introduce portfolios of achievement a school where she was working with the religious education department on a multi-faith project. As a team, the 4 of them ran a training session for their colleagues in the south district EDS in the summer term and this helped their morale as did the secondment of one of their number to the ADU to continue the work of the author.

Further and Community Education (9 questionnaires returned)

The application of the tasks was very patchy in these sectors. Some reasons for this which are peculiar to FE and CE have been already described; the difficulties in recruitment, the ambiguity of roles, the lack of authority to act, the size and segmented structural nature of the institutions themselves, the lack of understanding of the programme or the task by the senior managements and even the appropriateness of some forms of the task to the clientele. It is probable that this model of change through training was inappropriate and certainly on too small a scale to make much impact into these sectors.

As organisations, these colleges were very different from the school unit. The author undertook research projects for two of the FE colleges (November - December 1985 and April-May 1987) into procedures for access and admissions as consultancy exercises. Her feeling was that these colleges were not so much unified organisations as loose federations of semi-autonomous states. Her later experience of working within one of the colleges as a full member of staff confirmed this view. Most staff worked in discrete sections, often on only one of the many sites, without reference to other sections and with little apparent connection to a whole college structure. A detailed analysis of these organisations is beyond the scope of this study, but it is interesting to conjecture , with reference to the writing of Rosabeth Moss Kanter (Moss Kanter 1983) based on her work in certain American companies, that these colleges suffer from a form of 'segmentalism' , a corporate culture which derives from its structure, and that this inhibits innovation. Segmented organisations, she posits see

problems narrowly, independently of their context and independently of their connections to other problems.

“Companies where segmentalist approaches dominate find it difficult to innovate or to handle change. Change threatens to disturb the neat array of segments, and so changes are isolated in one segment and not allowed to touch any others.” (p28)

All three colleges had been using profiling systems on their Youth Training schemes and on certain vocational courses. There was experience and good practice in the colleges but it seemed to remain within the section boundary.

It might have been more effective for the ADU training to focus in on areas where connected change was beginning to affect the colleges already; schools link courses, the Youth Training Scheme, TVEI and access and admissions to courses. Recruitment could then have been more tightly connected with existing interest and activity and aimed at lecturers with related work roles.

In the event, the trainers who reported progress had done what they could from their own roles in however limited a fashion. Lack of management support featured in half of their questionnaires that were returned. This had resulted in frustration, disappointment and low morale. Nearly the same number felt their own role and status had inhibited their progress.

On the positive side, those in the north district enjoyed the active and interested support of their college professional tutor and principal. One of the central college lecturers gained management support eventually after much lobbying and conducting a ‘teach-in’ to raise their awareness. She was then encouraged to apply to the Further Education Unit for funding for a pilot project which she obtained. Most of the lecturers cited ‘focussed staff interest’ among the helpful factors for them. This was illustrated most clearly in case study 6.

Secondary (32 questionnaires returned)

Time was by far the most significant factor inhibiting progress which was reported by the secondary teachers. Significant also were the administration involved, staff complacency and industrial action. Factors relating to the climate in schools at that time featured prominently for reasons which have already been described. The problem of finding cover for teachers to take part in training was unique to the secondary sector. On the positive side, ten of the teachers reported their training by the ADU had been helpful to their success and 9 mentioned the support they received from the ADU, EDS and the network. Focussed staff interest, support from colleagues featured significantly in this sector, and the helpfulness of existing expertise in the institution was reported only by secondary teachers. They also enjoyed considerable management support, 18 reporting positively as opposed to 5 negatively.

Special (2 questionnaires returned)

The two special schools reported factors shared by secondary schools and seemed to have no especial distinguishing features.

Summary of Tables

	POSITIVE	NEGATIVE	Difference
<i>Outer boundary</i>	34	19	+15
<i>Institutional boundary</i>	97	141	-44
<i>Management</i>	20	19	+1
<i>Staff</i>	52	59	-6
<i>Activities</i>	19	12	+7
<i>Climate</i>	3	46	-43
<i>Clients</i>	3	5	-2
<i>Self</i>	35	28	+7
<i>Other</i>	1		+1

The summary above highlights the contrast between the positive and negative figures as they relate to the same factors. In the outer boundary from whence stems the legitimacy for the innovation, positive factors outweigh negative by 15 citations. 67% of the positive citations refer to funding and resources; the support of the EDS, ADU and the network being paid for out of rated income. Some of this funding for training came from sources external to the Local Authority. TRIST monies derived from the Manpower Services Commission, and GRIST came, in part, from the Department of Education and Science. The figures would seem to suggest that pump-priming for initiatives is significant for the success of developments within institutions. Not only does funding allow activities to happen, but it demonstrates commitment. The very existence of the Assessment Development Unit, which cost about £80,000 per year, including salaries, clerical support and costs, was a clear statement from the LEA about the importance of this area of work, and lended legitimacy to the project of introducing Records of Achievement.

By far the largest area of reported data, a total of 230 citations, relates to factors within the organisation itself. Here the number of negative factors outweighs the positive by 42, or 45%. Thus although the LEA might be supportive, innovation could be blocked within the schools and colleges themselves. An examination of the clusters within this category reveals that there are more positive citations than negative relating to activities. Thus, although there is some evidence of 'change overload' (see chapter 9 below), the other developments which were happening seemed to have been more helpful than hindering, particularly where Records of Achievement could be seen as incremental and not just something else which was added on. There is little difference in the figures on both sides of the table for Management support and Staff.

However, there is a startling contrast between the positive and negative figures relating to institutional climate, the negative figure being 15 times greater than the positive. Of the 46 negative factors, only two, 'tension

with existing systems' and 'previous developmental experience', with a total of 6 citations relate to the innovation specifically. The rest refer to more general issues which would presumably hinder any initiative. Industrial action, and general climate are probably linked and presumably temporary, was ended by Act of Parliament in 1986. The change overload was partly a consequence of the long running industrial action as the development agendas of schools had been slowed and blocked by absence of meetings and withdrawal of goodwill. There was therefore a 'log-jam' of initiatives competing for teacher time and management attention. However, the amount of change also derived from an increasingly interventionist Secretary of State for Education, the direct involvement of the Manpower Services Commission into schools and colleges through the Youth Training Scheme (YTS), TRIST and TVEI. On top of this was a Local Education Authority committed to reducing disadvantage for inner-city children and resourcing policies, notably anti-racism and new forms of accreditation which would help deliver this goal. Meanwhile, and even remarkably, given the circumstances, some teachers were fuelling the pace of change themselves through their own commitment to the children and their desire for a fairer, more appropriate system. (see chapter 1 above) The 'size of the institution' and 'rigidity of curriculum' are probably longer term barriers to change.

Thus we see the efforts of individuals to plant and grow a new system. They were provided with 'seeds and fertilizer' by external agencies but often had to try and thrive in largely unfavourable or even hostile environment. Some of the influences on the environment had their origins in the outside world. If we liken each establishment to a garden, the winds of a national industrial dispute with the Government of the day produced a 'chill factor' which inhibited new plant growth and damaged existing flora and fauna.

To continue the metaphor into the boundary relating to self, in genetics we learn of 'hybrid vigour', which happens when a plant or animal is

produced from a cross between parents that are genetically unlike. This often produces new forms of life, sometimes mutations, which are stronger and more likely to survive than those resulting from in-breeding. The positive factors relating to 'self' are 25% higher than those on the negative side. Case study evidence (chapter 7 below) suggests this positive factor is probably more significant than these figures suggest.

A sense of modesty has probably inhibited more positive reporting in this area. Perhaps the trainers, empowered with new vigour derived from skills, knowledge and ideas gained outside the establishment, were better able to survive their unfriendly environments. Projects they 'planted' in their organisational 'gardens' were nourished by 'cross pollination and fertilization' through the network and EDS/ADU input.

In this section, further data from the self-reported data gathered in July 1987 has been analysed. The various stages and forms of second level implementation were shown. These related to factors outside the school/college, inside it, the individual and others. More detailed descriptions followed the tables and then an analysis according to sector. The chapter closed with a discussion of the 'problems' and 'helpful factors' data.

The next chapter explores, through a series of case studies, the forms of implementation, triumphs and difficulties in nine schools and one college as seen by the trainers.

APPENDIX

Two samples of Returned Questionnaires

(nb the first refers to case study 2, written up in chapter 7 below)

Training Trainers for Records of Achievement Post-Course Evaluation. 20/CM

1. Please give a brief outline of what you have been able to do as a result of the course
- a) in your own classroom
 - b) in your dept/faculty/year
 - c) in your college/school
- Chris I have enclosed
Inset summary + example
of review sheets we use on
the course. Excuse scribble
Hope its all some use! Good
luck!
(Approx dates would help) Carmel.

My influence has only been school-wide, I have not done anything in my classroom (except some reviewing) or in my dept.

For the staff however I have had a rolling programme of in-service so that every member has had (or will have by 30th June) a full day's INSET on Records of Achievement and Profiling. (61 staff)
Started in December 86.

By an internal arrangement in school, groups of teachers (between 4-7) were released for 2 separate 1/2 day sessions. These took place off-site at EDS north, and I have been ably supported by Pat Callaghan and Jan? each week in running the sessions.

FORMAT Week 1 - a) Introduction - explain reason for session (Carmel)
b) Mucky Mouse Video followed by brainstorming on feelings + issues raised (Pat + Carmel)
(All paperwork from all groups kept!)

c) After tea break - a potted history on developments leading to DES statement 1984 (Pat or Jan)

d) Used overhead to show make-up of Portfolio - overlay to show where

School is now .

- e) Exercise in pairs to speak to each other on 2 achievements (personal/professional) of which they are proud and evidence they would produce to put in Portfolio.
- f) Group given evaluation sheets to fill in which also highlighted what they would like to concentrate on the following week.

When we started the programme last December Pat & I used to meet between 1st & 2nd inset to plan the session. By now it is just a phone call because requests have become so predictable and we have the necessary material.

WEEK 2

- a) Start with lists that show reasons for profiling - must come to a ^{an} consensus on 3 most important (in pairs) Then group feed back

- b) Slogging session on profiling to date using overheads and examples

Ask three questions.

1st	WHAT we assess
	How " "
	WHO will assess

Use flowering plant + How/who makes overheads
(Ruth's)

Then show overhead + explain with examples

- 1) personal recording
- 2) personal assessment
- 3) pupil teacher negotiated assessments
- 4) criterion assessment
- 5) Grid-style assessment
- 6) Comment banking

Every member of staff given a folder with copies of all overheads and handouts used... for reference at later date.

- c). Second half of session is group as management of a school (handout given) planning strategies for change, priorities etc. (Very useful exercise)

Again all their conclusions are kept. These have now all been reviewed and used to produce a summary of the Inservice with a conclusion about the way forward and staff needs (Thanks again to Pat + Jan)

We have put R of A in our 1987-8 Grist bid & hope to move towards Dept dev. & pilot schemes in the near future. At the present I am visiting every H.O.D. to see what developments have started in this field in their subject. I will use these to decide how I can make use of the last 5 1/2 days that will still be available when the present awareness INSET is completed.

I've passed copies of my overheads to 4 or 5 other trainers or interested persons. I've helped with one Inservice Day at the Poly & promised to help out at Mostonbrook and Barton High with their INSET. P.S. I've been inspected twice!

2. What problems have you encountered? How have you tried to tackle them? Which problems do you have now?

- a) Complications of Timetabling each group - easy to do on paper - but then have to follow up by speaking to between 10-16 people in a split site school to ensure that everyone knows whose out, whose covering for who, where and when etc. Although tedious I think the personal invitation, explanation does more for group involvement & dynamics than just a written request to attend or cover for someone else.
- b) Resistance and deliberate misunderstanding of system by senior teacher who looks after daily cover for absent lessons or other courses - reckoned I was using people taking people he was entitled to have at his disposal. Explained carefully how it functioned outside the normal cover system. - gave him a "Curriculum Dev." timetable so that he knew the people involved. And now each week give him a list of people on course with a list of people covering for them.
- c) Initial opposition from ^{one} union about teachers being used in this way. ~~but~~ every teacher in the CD team was given opportunity to say yes or no at the beginning. As all CD members willing. ^{Opposition faded.}

3. What factors have helped you implement RoA?

1. Being a deputy head \therefore carrying some clout!
2. Having access to small mixed groups (divide & conquer!)
3. Being totally committed to it.
4. Having some success in the course we have run and feeling that reactions from staff have been 95% positive.
5. Increased confidence
6. Most importantly support from EDS in personnel, time, venue, refreshments, reprographic facilities etc. and from Pat & Jan in particular

2. Contd. Problem I have now is a feeling of inadequacy at being a guiding light in setting up faculty or department assessment procedures - I do not feel I know enough about the subjects or acceptable criteria in those subjects to assess. I have asked the ADU for some help in a questionnaire they sent out for us to fill in and I'm reading a bit - but I'm living in hope that the depts themselves will produce the goods. I feel a fake in that the staff now see me as the 'expert' and expect I will lead them through their departmental minefields!

4. Any other information

Although our training programme has been I feel very successful the fact that it has been spaced across a year means that there is a terrific time lag for many between Stage 1 and Stage 2. I was conscious that this would occur even as we were planning the course, and the very detailed course folder given to each member for future reference was an attempt to reduce this effect. How successful it will be I don't know.

I have managed to acquire some money to set up the necessary files etc. for RoA for one year next year. We are ~~working~~ ^{working} up whether it ought to be 1st or 4th yr.

Training Trainers for Records of Achievement 36/PN Post-Course Evaluation

1. Please give a brief outline of what you have been able to do as a result of the course
 - a) in your own classroom
 - b) in your dept/faculty/year
 - c) in your college/school

(Approx dates would help)

- (a) Self assessment of units of the one year European Studies course I teach. Revising progress at suitable points of the course - benefits quickly seen in students' appreciation of how far they have got in the course and the level they have reached.

I have taken more time to talk to a small group of students about their own perceptions of the progress they have made. They have found this "different" and have wondered about the purpose - but have co-operated well and now see the point and potential benefits.

- (b) I am seeking to encourage dept. and tutor group team to look positively at the ideas learned on the course. Reactions range from not wanting any further burden of work, to "we'll do it as we always have", to an openness to listen and try to implement new approaches. It continues to amaze me that so many are so "conservative" in approaches to assessment and evaluation. We plan as a department to look in depth at assessment relating

to language learning - much work has already been done in this area with graded texts.

(c) we have set up a working party to consider the implementation of RoA in College with support from Principal, VPs etc. Hierarchical support is there but with rumblings from some of the major depts. - mainly science. Geography is very keen to co-operate. We are beginning INCEP (Grieser permitting) on the Role of the Tutor, hoping to incorporate course guidelines and ideas - EDS are helping to get this started.

Having said all this, a formal RoA seems highly ^{and} just

2. What problems have you encountered? How have you tried to tackle them? Which problems do you have now?

Staff resistance to "just another bandwagon".

Doesn't affect A level teaching.

Haven't got the time for RoA related activities and ideas.

How will tutor/student contact time outside the formal teaching period be affected by the Baker contract.

Unwillingness to take on more than is absolutely necessary or paid for under Baker.

Problems related to student/tutor contact time & role/responsibilities will have to be decided by management. There will be little progress with regard to implementation of e.g. reviewing progress with students until tutorial role/responsibilities have been worked out.

Problem of getting A level tutors to think outside their subject discipline.

3. What factors have helped you implement RoA?

Can't really answer, because we haven't implemented RoA yet. Perhaps answerable some time in the future.

4. Any other information

It is going to be difficult to work on any alternative to the traditional week/PCT reference & we have made no headway on that.

I am sufficiently encouraged by the response of a number of staff to believe that we will be able eventually to implement some form of RoA.

Many Thanks

CHAPTER 7

CASE STUDIES

This section draws on evidence from interviews, documents and self-reported material to illustrate the change process in 10 schools and colleges in the form of case studies. It begins with an explanation of the reasons for the choice of these 10. There then follows the narrative and the chapter closes with a commentary which draws together some common themes.

Rationale for Selection of Case Studies

The following case studies are taken from the self-reporting of the trainers, either at network meetings or from the questionnaires sent out in June 1987. (see chapter 6 above) The material was supplemented from other sources. The first case study contains evidence drawn from the pilot school's reports to the project's steering group. Some case studies (nos 1,6, and 10) contain material from follow up interviews done by the author after the return of the questionnaires.

They have been selected for the 8 reasons outlined below;

- Stages of progress
- Development priorities
- Quality of data
- The less advanced establishments; possible professional difficulties for research
- Strategies and task designs developed for each environment
- Representation of the range of establishments within the whole network
- Status of the trainer
- Contribution of the Education Development Service.

The first two refer to degrees of implementation, the next two refer to issues of information, the rest to the different variables which are illustrated through these particular histories.

1) Stages of Progress

These 10 show a more advanced stage of implementation than most of the others (see table below for comparison) and as such are relatively data rich. Self-reported data was more detailed for those trainers who felt they had made some progress. This is probably partly because there was more to write about and partly because it usually feels better to write about progress than frustration.

In the tables below, degrees of implementation are shown at two levels. The first is where the trainers have begun to record achievement in their own classroom. In case study no 4, this has been interpreted to include work with staff rather than pupils. The ADU tutors had suggested that the trainers should begin with their own practice, for reasons outlined above and a classroom pilot was set as a course project for these purposes. As is shown below, not all trainers carried this out. The second stage is when they had undertaken some activity to move Records of Achievement forward with colleagues their establishments. In some cases this was more 'planned' than actual at the time of reporting. The case study trainers have been marked with a * and numbered as they are below, for reference. The secondary sector items refers to establishments rather than trainers for ease of reading ie where there is more than one trainer in the school the greatest individual degree of progress is indicated. Also shown is the type of establishment and the involvement in TVEI to indicate the range of the case studies in relation to the rest. It should be noted that this evidence refers to the work of the 'trained trainers' and not that of other designated staff with a Records of Achievement brief.

Table to show degrees of Implementation in Further and Continuing Education

<u>College</u>	<u>Evidence of Classroom Implementation</u>	<u>Evidence of 2nd Stage Implementation</u>
North FE * (6.)	Yes	Yes
North FE	Yes	No
North FE	Yes	Yes
North FE	Yes	No
North CE	No	No
Central FE	Yes	Yes
Central FE	Yes	No
Central CE	No	Yes
Central CE	Yes	Yes
South FE	Yes	No
South FE	Yes	Planned
South CE	No	Yes

Table to show degrees of Implementation in Secondary Schools

<u>School</u>	<u>Evidence of Classroom Implementation</u>	<u>Evidence of 2nd Stage Implementation</u>
<i>NORTH</i>		
11-16 mixed	Yes	Planned
11-16 girls	No	Yes
11-16 mixed TVEI	Yes	Yes
11-16* (7.) RC mixed	Yes	Yes
11-16 mixed TVEI	Yes	No
11-16* (3.) boys	Yes	Yes

11-16* (4) RC mixed	Yes	No
11-16* (2) RC mixed	Yes	Yes
11-16 mixed	No	Yes
Special	Yes	No
<i>Central</i>		
11-16 C of E mixed	Yes	Planned
11-16* (8) girls TVEI	Yes	Yes
11-16 RC mixed	No	No
11-16 mixed	No	Yes
11-16 boys TVEI	Yes	Planned
11-16 mixed	Yes	Planned
11-16 RC mixed	No	No
6th Form College	Yes	Planned
RC 6th form College	No	Yes

RC 6th form* (5) College	Yes	Yes
<i>South</i>		
11-16 mixed	No	Yes
11-18* (10) mixed	Yes	Yes
11-16* (1) RC mixed	Yes	Yes
11-18* (9) girls	Yes	Yes
11-16 mixed	No	No
11-16 mixed	Yes	Planned
11-16 RC mixed	Yes	Planned
11-16 mixed	No	No
11-16 mixed	No	No
Special	Yes	Yes

2. Development priorities

The GRIST (see above) bid data shows the extent to which Records of Achievement, or one of its components (ie unit credit for modular courses), had been accepted by most of the case study establishments as a curriculum development priority.

Table to show Relevant Extracts from GRIST bid Priorities for the Case Study Schools

<i>Case Study</i>	<i>Type</i>	<i>District</i>	<i>EDS</i>	<i>GRIST bid references</i>
1.	11-16 mixed.	South		Unit credit and modularity
2.	11-16 mixed.	North	Yes	Records of Achievement
3.	11-16 boys	North		Unit credit and modularity
4.	11-16 mixed	North		Modularity Subject profiles Validation of pupils' achievements
5.	Sixth Form College	Central		Assessment linked to GCSE, tutorial and profiling pilot
6.	College of FE	North		No specific reference to Records of Achievement
7.	11-16 RC mixed	North	Yes	Development of unit credit, record-keeping & reporting years 2-5. Transition in year 1
8.	11-16 girls	Central	Yes	Records of Achievement; learning strategies/work of tutor

9.	11-18 girls	South	Introduction of Records of Achievement in 1st and 4th years
10.	11-18 mixed	South	Profiling in 1st year

3) *Quality of Data*

The author considered that these trainers had reported information that was fairly reliable. This is not to infer that the rest was unreliable, simply that on personal acquaintance, the author considered these trainers to be reasonably careful and critical in their reporting. The desire seemed to describe the situation as it was and not gloss too much over difficulties or failures. In addition, in most cases the data could be validated by the author from other sources ie teachers within the establishments or documents.

4) *The less advanced establishments; possible professional difficulties for research*

Writing case studies on some of the less successful organisations present some difficult professional problems. It would require unauthorised investigation into the internal workings of a school or college, and would probably involve judgemental statements about individual trainers or their managers which, though illuminating, are difficult to include in a published work. One factor felt by the author and her co-trainer was that some of the teachers/ lecturers lacked the competence, commitment, status, authority , personal skills or professional regard of their colleagues needed to carry out the change agent role in their establishments. This was one of the basic assumptions upon which the programme rested and was beyond the influence of the tutors. The management style and commitment of the headteacher/ principal was also seen as an inhibiting factor in a small number of cases. Reluctance to explore or report on this theme has obvious professional roots. A discussion of some of the less sensitive factors

which inhibited or frustrated the trainers is found below. (chapter 8) It would also be unfair at so early a stage to make judgements about those establishments who have made a slower beginning in implementation.

5) The Strategies and Task Designs Developed for each Environment

Each trainer chose a strategy suited to their own situation as was envisaged in the original design. These narratives illustrate a range of approaches and highlight some key issues which are discussed below.

6) Representation of Range of Establishments within the Whole Network

The case histories are taken from varying contexts and institutions. With the exception of Community education, the two special schools and the EDS all of which were atypical in their own particular way, this sample represents the range of establishments which participated in the programme. The table below shows the spread in terms of type of school/college, geographical district of the city and county/ voluntary aided status. Also shown in the table is the representation of training groups within this sample. Five of them had an additional trainer as indicated. The trainer who took the lead in the innovation is indicated first.

<u>School/College</u>	<u>Training Group</u>	<u>District</u>	<u>County/Voluntary</u>
1. 11-16 mixed (NPRA pilot)	A	South	Roman Catholic
2. 11-16 mixed	C	North	Roman Catholic
3. 11-16 boys	B	North	County
4. 11-16 mixed	D/D	North	Roman Catholic
5. Sixth Form College	B/D	Central	Roman Catholic

6. Further Education College	FE	North	County
7. 11-16 mixed	A/C	North	Roman Catholic
8. 11-16 (TVEI) girls	A	Central	County
9. 11-18 girls	D/B/A	South	County
10. 11-18 mixed	D/A	South	County

7) Status of Trainer

The teacher/ lecturer in each case study had different degrees of status and authority to act as trainer/ change-carrier within their organisation. This is an interesting variable which is illuminated through the narratives and discussed in the commentary.

<u>Case Study</u>	<u>Status of Trainer(s)</u>
1.	Scale 4
2.	Scale 6 (deputy head)
3.	Scale 3
4.	Scale 6 (deputy head) Scale 6 (deputy head)
5.	Scale 5 (senior teacher) Scale 4
6.	Lecturer II Lecturer II Lecturer II Lecturer I
7.	Scale 6 (deputy Head) Scale 6 (deputy head)
8.	Scale 3
9.	Scale 5 (senior teacher) Scale 5 (senior teacher)

10.

Scale 3
Scale 5 (senior teacher)
Scale 3

8). The Contribution of the Education Development Service

The case studies illustrate how the Education Development Service played a part in the development of the programme. The role of the EDS is that of a classroom support to teachers and provider of in-service training. Members of the EDS who were part of the network were involved in 3 of these case studies .

These 10 case studies, were chosen from the 35 establishments which took part in the programme and still had a trainer in June 1987, a sample of 29%. They illustrate the more advanced development projects and are rich with useful and accessible data. These 10 do represent the whole network in that they include all types of establishment (except special and community education), all three geographical districts, schools with special projects (TVEI and NPRA pilot) and those without, and trainers with middle and senior management status. Each case study illustrates development in different forms and location within the establishment, chosen by the trainer from their inside knowledge of their school/college and their own circumstances. Finally, three of the case studies show the involvement of the EDS in school-based development.

There follows a brief summary of the 10 case studies.

1. Externally Validated Pilot

This school began recording achievement in the academic and pastoral dimensions for the entire 4th year, as part of a 2 year pilot within the NPRA, leading towards a summative document validated by the NEA in 1988. The school has been given additional resources by the LEA and has been a high profile project with considerable knock-on effects in the Roman Catholic sector. It has also provided useful data for the network meetings.

2. Cascade

This school approached change through the in-service training of all its staff before small scale pilots began. Thus the trainer, having been trained herself undertook the training of others in a 'cascade'. This case study also illustrates how the EDS trainers were able to offer support.

3. First year pilot project team: Parental involvement

This school began a 1st pilot outside the existing pastoral structures, but worked, within a year, to de-marginalise it. The trainer consulted parents and used the positive feedback as a way of forwarding and sustaining change in his own faculty and later the whole school.

4. Staff review an experiential approach

Here review was offered as a professional service to staff, which was a way of responding to their needs in a difficult climate of post-merger blues and pending re-deployment. It also gave them a real experience of the reviewing process, which might later be transferable to the pupils.

5. Cross-college working party

In this Catholic sixth form college, the staff had identified assessment as a topic for one of several working parties. The presence of the trainer on this working party helped guide its direction towards pilots within volunteer departments and a significant shift in college policy. This college felt the impact of the NPRA pilot, and the increased use of unit credit in its feeder schools.

6. Successful pilot and client enthusiasm leads to section-wide change

The trainer in this FE college began working with a group of enthusiastic volunteers, who he identified as a result of his fieldwork. The pilot group met regularly, becoming a, supportive task-related team. This enthusiastic team, together with positive client response, sustained the pilot and helped provide energy for its dissemination and broader application. Interesting issues are raised about the transition from pilot to mainstream.

7. Linking Records of Achievement to existing developments and good practice

Primary secondary transition is an LEA priority and an issue for a school with falling rolls to secure its intake numbers. This trainer built on existing good practice and expertise to formalise tutorial systems and address transition issues at the same time, thus working incrementally to developments already prioritised. In the upper school, work began on modularising the curriculum to link with unit credit, using EDS support. This began with a rolling programme of training for staff in department groups.

8. The change agent role

This case study is of a trainer who had to spend several months negotiating her change agent role round a variety of vested interests, including other contenders for the same ground. Her ultimate success, is a tribute to her own personal and professional skills and the solid support of her headteacher, spurred on by her forthcoming loss to the school through a year's secondment. Her experience illustrates some of the pressures of the role.

9. Implementation through consultation and training

This school is large and somewhat static in its climate, not having been disturbed in 1982 when most other county secondary schools were re-organised. Some staff have been there as many as 20 years, a few even teaching in the same room! There was, however a team of 3 trainers in the school, two of whom were in senior positions. They were relatively new to the school, not so entrenched in its traditions and brought experience of more forward-looking schools into the organisation. The other trainer was a classroom teacher, whose influence came from her length of service in the establishment and the relationships she had built up in that time with the colleagues. The preparations for implementation in years 1 and 4 took place over a year and consisted of information giving, consultation through the departmental structure and in-service training.

There were other initiatives around jockeying for position and the presence of two trainers in the senior management team were probably influential in swaying policy towards this as a priority. The head was also concerned that the school should be ready for the DES deadline of 1990 for the introduction of their 1984 policy.

10. A team of trainers work against recent negative experience

This school had two trainers who worked as a team to give mutual support, but also complemented each other. One, who was a senior teacher, presented the theoretical framework and organisational issues at senior management level and through training sessions. She then began working with a department which expressed interest. Her lively personality and her own deep professional commitment were also key components in her successful leadership. The other, a head of faculty, demonstrated what could be done at a practical classroom level and used his own good working relationships with colleagues to encourage participation. Between them they have begun to lay old ghosts and make new beginnings for Records of Achievement.

Case Studies

Case Study 1. *11-16 RC Comprehensive*

In the spring of 1986, the Northern Partnership for Records of Achievement announced its 3rd pilot scheme. This was to be a 2 year pilot for a whole year cohort in a secondary school to produce a Record of Achievement for the pupils. The final summative statement would be validated by the Northern Examiners Association. LEAs within the NPRA were invited to bid in to take part in the scheme.

Manchester LEA decided that their pilot school should be one of the 5 designated to begin TVEI with their 4th year in September 1986, as these schools would be moving into profiling anyway and would have some additional resourcing from the Manpower Services Commission. The

proposal was put to all the TVEI school headteachers and the Roman Catholic school in the south of the city showed the most interest. It was always intended that the other TVEI schools should 'shadow' the developments at the pilot school. One of the trained trainers, who was a head of faculty, became the assistant co-ordinator for TVEI and the joint co-ordinator for the NPRA pilot.

The school is a mixed split site school which serves a large housing estate and was recently created from a merger of 2 single sex schools. It had no previous involvement with developments in profiling and union action meant the climate was not ideal. The head circulated the staff about the possibility of a pilot in a newsletter. Then he consulted internally with the representatives of the professional associations, informing them what was involved and the extra resources the LEA were offering. He made it clear that Records of Achievement would not be added on to existing systems, but would replace current 4th year reports and even teacher record books. There were also union consultations externally at LEA level. The LEA offered generous additional resources in recognition of the demands of a significant new development and taking into account the wishes of the school;

- a) 192 days to teacher supply cover, to be used at the discretion of the school to enable those teachers who are participating to meet in teams to discuss their involvement and take part in training
- b) 9 filing cabinets;
- c) 0.5 clerical assistance to assist with typing, filing and general clerical support;
- d) £600 for printing, design and travel costs;
- e) enhanced photocopying equipment;
- f) £300 travel and subsistence.

An initial steering group was set up which consisted of the head, the trainer, the head of the ADU, a senior teacher, a deputy head, and the head of the PSE faculty. This proved a powerfully effective group and meant

the trainer was not isolated but was working within the authority structures of his own organisation.

There was no existing system which the school felt it could clone. If there were such schemes, they probably wouldn't fit their situation. All the evidence suggests the most effective systems are those devised by the teachers themselves.

The school began with the pastoral dimension and here the 4th year tutors were seen as key people, and early training was directed at this team. In the 4th year there are 214 pupils divided into 9 tutor groups, 3 of which are TVEI. Each TVEI group contained about 20 pupils, the others about 25. As the school timetable had already been drawn up when the pilot bid was accepted, the 4th year tutors had already been designated. Hence they were not 'chosen' nor did they opt into their pilot role. Both of the scheme co-ordinators were among the 4th year tutor team. It was the tutors who introduced the idea of recording achievement to their own tutor groups. The pupils were asked to find 2 pieces of evidence for something they were proud of having done in the last 12 months. Individual reviews, based on the pupil's portfolio which is a personal box file in which is kept all information relevant to a Record of Achievement, began straight away, each pupil being seen by the end of January 1987.

Individual pupils under this system will have 4 review sessions of about 20 minutes over 2 years. The tutors were given a period on their timetable to withdraw pupils from lessons for this review which took place outside tutorial time. The review period was changed each half-term to avoid hitting the same classes. The tutors gradually became aware of the importance of their role, which has low status in most schools. The tutor continued to meet and went away for a residential weekend in the spring 1987. Issues of confidentiality kept coming up. How private is the information shared in these interviews? Some pupils were very uncommunicative. Tutors have got to know their pupils very much better through talking to them individually about their achievements. One boy

who is very quiet in school was found to talk about some length about his enthusiasm for fishing. Some 14 year olds found it very difficult to talk positively about themselves. Had they begun in the 1st year, the trainer felt, they might have found it easier. From the developing tutor pupil relationship it was hoped that the pupils will be encouraged to share problems, discuss progress and set appropriate targets for the future. The pupils have liked their reviews with the tutor, but have been much less enthusiastic about getting involved in their own assessment and bringing in evidence.

There has been considerable growth and learning among the team of tutors. One tutor wrote in January 1987 for the Steering Committee Report;

"As a Fourth Year Tutor involved in the NPRA pilot, my role as Form tutor has changed quite considerably in response to the needs of the children in my charge. The main transition for me has been with regard to pupil perception of 'form tutor'. In my experience the pupil/ tutor relationship has altered as pupils no longer view me as the teacher who merely registers the form and reprimands them for their misdemeanours; rather I have become the teacher who is there to act as an adviser on any problems which may arise within the context of the school's academic and social framework"

Another tutor wrote the following at a later stage of the pilot (Steering Committee Report July 1987)

"As a 4th year tutor involved in NPRA, I see my role to be different than that of other form tutors who are not involved in the pilot scheme.....Certainly this new approach as form tutor has helped me on a more general level. I feel that my attitude towards all the 4th years has changed in that I am more relaxed towards them as I feel that I've now established that for me at least, this succeeds in helping pupils to open up more and consequently creates a better teaching/ learning atmosphere...I now feel that the role of form tutor requires some personal involvement of both tutor and pupil to build up the relationship required to make a success of NPRA; furthermore I feel that this does not detract from the professionalism of the teacher."

One of the lessons which emerged from the experience of the 4th year tutors was the need for a pastoral curriculum which is genuinely active and can generate opportunities for pupils to express themselves in a positive way.

Meanwhile, progress was being made with the academic dimension. Each pupil has their own box file which is stored in a filing cabinet. Into it goes information generated from the curriculum and also outside school. There are 8 faculties in the school, one of which is cross-curricular (PSE). They have been involved in a rolling programme in training. Those who expressed most interest were involved initially. Gradually, the others joined in. By the end of January every curriculum area had contracted in by participating in the training programme. The development picture was very uneven; by the summer, the maths faculty had blazed a trail from the beginning and had made considerable progress, while others were just taking a few hesitant steps. The training was followed by internal meetings which would lead to schemes for classroom application. As with the 4th year tutors, they are finding out what works as they go along. Best work is photocopied to go into the box for evidence of achievement. There is clerical assistance for this. The choice of work is discussed with the pupil by the subject teacher. There is an issue, yet to be resolved, of a compromise between access and security for the material in the boxes; ie each pupil should be able to get at their own box but not anyone else's. A working party based on representation from all subject areas was set up with the purpose of producing a document for the 4th year reports to record pupils' progress on matters regarding conduct, attitudes to work, presentation, and bringing appropriate equipment to lessons which would be common to all subjects. The initial model for the discussion was the modern languages recording instrument, which the rest of the working party thought was extremely clear, jargon-free and therefore 'usable'.

Parents were kept informed of the changes from the beginning especially as they would be receiving different styles of reports for their

children in the 4th year. However, it has been difficult to get parents involved with the pilot, particularly as there have been no parents' evenings during the teachers' dispute. In the future, it is likely that parents evenings will take a different format as there will be more information to discuss.

Parents are represented on the pilot's Consultative Committee which meets twice annually. This body has membership from local employers, schools, FE and 6th form colleges, the ADU, the EDS, the governors, staff, officers and inspectors of the Authority. Several sub-committees have been set up from this body, one to look at the nature of the summative document. Pupils applying for college or YTS places in the autumn will need some sort of interim statement. A pupils' consultative committee is also to be set up.

In evaluation at the end of the 1st year of the project, the school stated that the high quality of training they had had and support from the ADU had been very important in their success. By the summer, the ADU continued to keep in touch, but their role had changed from that of 'cook' to 'pot-stirrer'. As the year unfolded, the crucial importance of the Steering group became apparent. Issues could be fully aired as they cropped up and decisions arrived at through consensus after proper discussion. Its membership also meant the group had the authority to take the decisions that were needed. This group gave the pilot a sense of direction. Some staff had been reluctant to get involved, but on the whole, staff co-operation has been high. Only two staff who comprise one department, continue to offer entrenched resistance. The commitment of the headteacher and his leadership style in the school has undoubtedly been highly significant; none the least in getting a major developmental project off the ground in a difficult and increasingly bitter climate. The external resources were also important and it has yet to be seen what can be achieved by schools without such generous pump-priming. The trainer also felt that GCSE helped as 4th year teachers were focussed on assessment and

criteria anyway. He also found it useful to be part of the NPRA network of 33 schools across the north of England, all of whom were involved in similar work. Next year both the 4th and 5th year pupils will be involved. Gradually, the innovation will spread to the whole school. One student made this comment, which seems to capture what the whole scheme is about;

"I feel that the work on the Record of Achievement has helped me to understand what I am doing at school and what I can do in the future."

Case Study 2. *11-16 RC Comprehensive*

The trainers in this school was a deputy head, and her influence was school wide. At the beginning of the academic year 1986/87, some slack in the staffing of the school was used in the timetable to release teachers for staff-development ie a small team of teachers agreed to cover on a Tuesday morning to release colleagues for training. Working with a trainer from the EDS, she used this time to train the entire 61 staff, including the head, in the principles of recording achievement, on a rolling programme, with a view to beginning pilots.

Groups of teachers were released for 2 successive mornings. These sessions took place off-site at the local EDS base. The format of the first week was always the same, involving some information, one of the ADU videos and a practical exercise. At the end of each session, there was a review. The group evaluation sheets asked them to identify issues they would like highlighted in the second week. Thus through her cascade, she tried actively to involve the participants in deciding the content of the course, in a similar way to the original ADU programme. Every member of staff was given a folder with copies of all the overheads and handouts that were used, for reference at a later date. During week 2 she used a simulation which put the group in position of the management of a school (called St Elsewhere, but really their own), planning strategies for

bringing in Records of Achievement. This was a very useful exercise and the trainer kept the conclusions from this for each session. These have now been reviewed and used to produce a summary of the training with a conclusion about the way forward and staff needs.

There were complications with timetabling each group, which the trainer used time and her existing good relationships with colleagues to resolve. Most resistance came from the senior teacher who looked after daily staff cover, who reckoned she was using teachers he should have at his disposal. She spent time explaining that this was outside the usual system and supplied him with lists each week of those involved. One union representative objected to teachers being used for cover in this way, but as the teachers themselves had agreed then the objection seemed pointless. The trainer spoke personally to 10-16 people on each of 2 sites each week to ensure that everyone knew who was involved in each session, who was covering for who, when and where. Although this was tedious, she felt that the personal invitation did more for group involvement and group dynamics than just a written request to attend or cover for someone else. The training groups were mixed in terms of subject and hierarchy, and fully participative. The headteacher was involved, and when 2 separate teams of HMI visited the programme, they joined in too. Although the training programme was successful, she felt that the fact that it was spread across a year meant that there was a terrific time lag for many teachers between their training and the implementation stages. The detailed folders were an attempt to overcome this.

The school put recording achievement in their 1987/88 GRIST bid and now hopes to move towards departmental pilots. In the summer the trainers visited every head of department to see what developments had started in their subject.

Her own commitment, personal relationships with staff and position as deputy head undoubtedly helped her success. Reactions from staff were 95% positive and this increased her confidence. However, she began to

feel an increasing sense of inadequacy at being a guiding light in setting up faculty or department assessment procedures, this being beyond her area of expertise. She asked the ADU for help and did some reading, but basically hopes they can 'produce the goods' themselves. In June, she wrote

"I feel a fake in that the staff now see me as the 'expert' and expect I will lead them through their departmental minefields!"

Case Study 3. 11-16 Boys Comprehensive

The trainer in this school is a head of the modern languages faculty. He has been involved in change within his own classroom, his faculty and the 1st year through the pastoral curriculum. As a result of the ADU course he became more aware of the need to involve pupils in their learning and assessment. Since then he has spent more time on group and pair work. He has also tried to make sure the pupils know what they are trying to achieve and has involved them in some self assessment based on the faculty profile. This pupil profile was trialled in January as a new style report to parents, using a sample of pupils and received a very positive response. He sent out explanatory letter to these 65 parents with a tear off slip asking for their comments on the new style report. 35 out of the 40 who replied said they preferred it. The languages faculty therefore decided to use this report for all 1st and 2nd year pupils in July. At a meeting in June all faculties agreed to adopt this profile format for reports to be issued to 1st years in July 1988. Such is the impact of consumer testing. Meanwhile, the languages faculty were preparing to offer short modules in various languages, accredited by NPRA unit credits as part of an alternative package to be offered to year 4 in September 1988.

Concurrently, the trainer had been co-ordinating a pilot project with the 1st years, to develop a portfolio of achievement. In the 1st year there was one period a week on the timetable called a 'year period' which was separate from tutorial time. It was used to gather evidence for a portfolio

for each boy based on self-assessment of personal qualities_ each group deciding which were the 5 most important, which is an interesting example of client participation in system design. The sessions were teacher led but great emphasis was laid on pupil involvement in decision making and other processes. Recently work has centred on cross- curricular learning skills and how they might assess themselves. This will link in neatly with the new style reports in which teachers will need to comment specifically on different skills. The team of teachers involved met regularly, about every 3-4 weeks, to review progress and set future targets. They also met with the 1st year tutor team to keep them informed.

The separate year period ceased at the end of the year. There will, instead be, fortnightly, one double period of Active Tutorial Work. The tutorial programme for years 1-5 has been partly co-ordinated by a member of the year period team. The trainer was involved in planning the programme for year 1. Two other members of the year period team are heads of years 2 and 3 respectively, and so their influence will ensure that review and self-assessment will be written into the tutorial programme. This, along with senior management commitment should ensure further development in the future.

There is a tradition in the school that reports are discussed with the pupil on the school premises before they go home. The idea that the school is reporting to the child as well as the parents is not common in schools, but will help the move towards pupil involvement. GCSE in this school has blocked, temporarily, the introduction of unit credits. It is very much on the agenda for the next two years. The trainer feels there is now a consensus on this in the school, the climate of opinion having gradually changed. The trainer found some problems in heightening senior management awareness about the work of the year team and its relevance. and lobbied a key member of senior management to tackle this, but still felt that if the LEA made Records of Achievement a priority, then senior staff would take more notice. The headteacher, however, was committed to

the trainer attending the course and undertaking subsequent development work, and the Director of Studies is keen to see the whole school develop in this direction. The trainers feels his success is partly due to pacing the developments, and not trying to do too much too quickly.

Case Study 4. *11-16 RC Comprehensive*

This recently merged split site school sent two trainers on the course, both deputy heads, one based in each building. The school is only beginning to settle down after the merger, which created a number of losers and left a many residues of pain and resentment. In addition, falling roles and the LEA staffing squeeze meant the staff lived for several months under the shadow of re-deployment. The climate in the school was not ripe for introducing new developments, and the two trainers found their own workload prevented them developing Records of Achievement much further than their own classroom. The new contract was not received well in this school and it seems likely that it will be worked to the letter with projects requiring goodwill and a spirit of co-operation being the first casualties.

However, they have tried an experiential approach to change which had been discussed on the course. They both offered an individual professional review as a service to staff. This was based upon a skills profile (produced by the Career and Counselling Development Unit in Leeds and used on the ADU course) which was discussed and completed jointly by the deputy head and the member of staff. It was used as a basis to re-negotiate job descriptions if appropriate and set targets for the future, including a personalised staff development programme. As staff involved were volunteers, there could be no real objections on the grounds that 'appraisal' was being introduced without the consent of the unions. Moreover, as one of the trainers wrote,

"Current climate in institution of fear due to staffing cuts has opened some hearts and minds (one or the other) to their own

market value, and so enhanced willingness to learn and participate."

The other stated

"Implementation was relatively easy as both X and myself started it together on the sites where we are familiar to staff. I would have found it much more difficult to review a member of staff from the other site who I don't know."

As with pupils, introducing a relationship based system rests upon existing relationships or those which can be built. Both trainers hope that teachers will understand the processes of review and its benefits through their own personal experience at some future date they hope this will be transferable to the pupils. One of the trainers put it thus

"The overall information and practical experiences on the course have put me in a much stronger position when looking at staff performance. The debate with them has enabled me to make many of the points which came from our meetings. Staff have been most receptive."

Case Study 5. *RC Sixth Form College*

A year before the beginning of the training trainers programme, the entire ADU team had been invited into this Roman Catholic Sixth form college to conduct an entire day's training on assessment. One of the senior tutors, who also happened to be head of history, attended a subsequent ADU course and as a result began some reviewing work with her 'A' level history students. Later, when the opportunity arose, she opted for the training programme. The college sent another teacher, the head of science, on course D, which ran in the autumn. It is a large college with about 1,000 students and offers a range of courses, but has a heavy commitment to traditional examination work. It is very conscious, however, of the increased use of unit credit in its feeder schools and the implications of the NPRA Record of Achievement pilot in case study 1. This had implications

in its admissions procedures and how tutors will use these new forms of accreditation for guidance and course selection. There is also the question of continuity of methodology. Coming up through the system will be groups of young people who have become used to new forms of assessment which involve them and are criterion referenced. They might therefore begin to question a return to norm-referenced, teacher-owned systems. It is hoped that they will as demands from clients in the present market economy of 16-19 year olds should not be ignored and should help to move things forward.

For her course fieldwork, the trainer chose to conduct an awareness raising session with the senior tutors, which was highly successful. She also shared her practical experience with the history department and some were encouraged to try something similar themselves.

Meanwhile the college principal decided to ask all the staff to suggest topics for a series of working parties to be set up in the summer of 1986 to look at key curricular and cross college issues. Six working parties began in September. Two of them had particular relevance; assessment and a curriculum review for one year students.

The assessment working party, like the others was open to all staff to join. It had a membership of about 12-14 from a variety of subject backgrounds, and including several heads of department. Minutes of the meetings were published and given to all staff. The working party was careful to involve key figures in the college at all times. They began by identifying the major issues. The NPRA pilot school is one of their feeder schools. Therefore in 1988, they will be receiving students who were used to different processes of assessment. Furthermore, the college would have to consider firstly how to use the interim statements brought by pupils from that school for interviews and course placement and then the summative when they arrived in terms of getting to know the student and finding starting points for learning and further recording of achievement. In short, how would they use the information they received and continue to

add to it? They also conducted some research to discover how the staff saw the issues. A questionnaire was drafted for heads of department and tutors to find out what was happening in terms of assessment and how people felt about it. This included systems for UCCA and PCAS references (the clearing houses for university and polytechnic entrance which rely heavily on A level grade predictions. Prediction is not a feature or function of the Record of Achievement) and changes arising from GCSE. There was also a questionnaire for tutors to reflect on the present pastoral system and make suggestions for development. The questions that emerged were; how do we involve students in the assessment process, yet make it manageable? Does the generation of information help the tutors in their academic role of guiding the curricular as well as the personal development of the student? The curriculum working party also looked at unit credit as the college intended to devise its own modular courses to integrate with GCSE.

The assessment working party contains some fairly influential college staff and has proved the most successful of the groups, partly because of its task and partly because of the enthusiasm and calibre of its members. It summarised in a document the costs and benefits of using the new methods for the college and submitted it to the Principal. The senior staff have been highly supportive throughout. As has been mentioned above, awareness of the implications of the NPRA pilot is strong in the Catholic sector where there are numerous formal and informal networks. The RC heads discussed Records of Achievement and transition at 16 at their meeting in March 1987.

As the year went on, some departments, history, English, classics and chemistry devised new ways of reporting to parents working from their aims and objectives. They have also agreed on a principle of half-termly one to one review with each student. Those departments who are ready will start pilots in September 1987. The plan is that each department will produce its own reporting method and all subject assessment will be done in class time. The latter is seen as vital in 'selling' the idea as something

which is manageable. It will require changes in teaching methods and will need more tutor time. Thus departments will be using different methods of reporting, which will need to be explained to both students and parents. It is also hoped that other departments, mostly those not on the working party, will begin to look at revising their own systems. The students may begin to question the more 'teacher owned' procedures and become change agents themselves. In the long term isolated departments will be given a timescale within which to change.

Case Study 6. *College of Further Education*

The trainer in this huge multi-sited FE college is a lecturer in the general studies area which caters for O and A level work with one, two year and part time students. He also has responsibility for the tutorial programme. He began with an awareness raising session for volunteer colleagues as his course fieldwork which was so successful he was asked to do a follow up. As a result, a group of 10 general studies staff, mainly on his own site, volunteered to be involved in a pilot during the year 1986/7, using TRIST funding to provide some extra time for student review, and training days every term. The pilot team included the head of section and another influential lecturer. This project involved around 100-150 students. It was the enthusiasm of the students themselves that helped sustain this pilot and help it grow. They liked discussing their progress against recognised criteria. Some of the pilot staff were slow to get involved but no pressure was put on them and they eventually all joined in. The students enjoyed the one to one attention, and once they knew the criteria for the work completed assignments in their own time to improve on identified areas of weakness or work missed. This increase in motivation impressed the staff. Students who completed half a term's work were offered, or sent a Record of Achievement for the work they had covered, with the option of coming in to discuss it. All those who completed the course went away with a summative statement which looked

professional and certainly impressed many staff who had not been involved. The decision to expand the pilot to the whole section was taken about January. All who were involved in the pilot saw more benefits than drawbacks and wanted to carry on. The trainer approached the rest of the staff individually over the next few months to explain Records of Achievement, and at the same time distributed written information on the subject.

Next year, Records of Achievement will involve all students in General Education in an expansion of the pilot scheme to involve around 30-40 staff and 350 students. The main aim will be to develop a process of formative assessment, which is criterion referenced, onto the new GCSE and current A level courses, together with a small amount of recording achievement. The initial pilot scheme identified the process of talking with students as the most important, rather than the writing down of information, which staff found quite tedious. This will continue to be a basic principle, which may worry a few lecturers who find it difficult to talk to students one to one. The Record of Achievement is being seen as a teaching technique, which builds upon current practice rather than involving a major new departure. Also for September 1987, the tutorial system has been modified to incorporate recording more general achievements as well as more closely monitoring student progress, especially on GCSE, which is going to be difficult to teach in one year. In this respect, the trainer is working within his professional role. He is confident of success, having a good team of tutors who are used to talking to students, and are committed to student welfare. The innovation is seen as congruent with their value system and a development of their current work, which makes it much easier to introduce than if it were running against the tide.

The problems the trainer faced were not those he expected ie resistance of indifferent staff. The quality and enthusiasm of staff who volunteered for the pilot was high. These staff were prepared to put considerable time

and effort into the project for the good of the students and later took on the task of training colleagues in a continuation of the cascade. The trainer clearly defined each stage of the process with the staff and the students which proved an advantage, and he kept non-participant staff and students informed of what was happening. Behind him he had considerable support from the college's Senior Management Team, particularly the Principal, the Professional Tutor and the Head of General Studies.

One unexpected problem was actually producing materials for the training sessions and for the students, which he eventually had to type himself. However, the college's professional quality printing services proved very useful in producing the summative folder. Another problem was the transition from the formative to the summative stages. This was tackled by holding several group meetings with the pilot staff to talk things through and support one another in solving the problem. Then there was the problem of involving other staff for next year. A general staff meeting was held where the pilot team discussed the project's progress. It did not work very well because the pilot staff went too far, too fast, too soon ie they started talking about the technicalities of criteria for mastery and the final summative document rather than the process of talking to students. In addition, the issues of the subject teaching and tutorial programme got confused. As the trainer put it "We lost this one on own goals rule". The trainer went round explaining the issues to individuals afterwards, but had still gained the advantage of a well attended meeting and the pilot team conveying their enthusiasm. In July 1987, 18 months into the pilot he wrote; "It has made me grow up. I never thought I would be able to train my colleagues."

The introduction in September 1987, will be achieved by breaking the general studies section into working groups and twinning a pilot lecturer with a new member of staff while they conduct their reviews with students, to show them the process and give them insight into the issues. There will be a few staff who will be reluctant to take this on. However, it is now the

policy of the section, and they will find themselves increasingly isolated. Students are also likely to question the absence of a one to one review and contribution to their record from one of their subjects. It is likely, the trainer feels, that they will succumb to one or other form of pressure. As the trainer put it "we've got the silent majority to nod their heads, so we're all right".

Case Study 7. 11-16 RC Comprehensive

The trainer in this school was a deputy head, with curriculum and pastoral responsibility. She decided some work developing Records of Achievement could begin with the first year. There was emerging a new policy within the city concerned with the transition of pupils from primary to secondary schools at the age of 11. This involved a number of issues, largely focussing on the transfer of information about pupils and continuity in curriculum and methodology. The school is in a position of declining school rolls and wanted to build and preserve its links with primary schools in order to maintain its intake numbers. Building on this existing interest in the school, she introduced the idea of children bringing samples of their best work from their primary schools to begin a portfolio of achievement in the first year of their secondary school. This would help their new teachers to get to know them and would give the children something of their own to build upon. It was also thought to be easier to introduce new ideas to 1st years than older children who were more used to the existing systems and possibly more self-conscious talking positively about themselves to a teacher. A second trainer joined the staff in January 1987 as a deputy head, having moved from another school in the city. Although her first few months have been dominated by settling in and learning to construct a timetable, one of her responsibilities is primary links. She will be able to reinforce the work already begun.

Another reason for beginning with the first year was that there was already some self-assessment going on in tutor time, within the Personal

and Social Education curriculum and so there were opportunities to build on existing good practice. The trainer met with the team of 1st year tutors (using TRIST funding to provide cover) to formalise this into a work portfolio to gather evidence of achievement. These tutors will move up the school with their tutor groups, and so the process will be on-going.

She has also been working with the 3rd year tutors who will begin a similar scheme with the 4th year groups in September 1987. In this she has worked closely with the head of careers and PSE who is very interested in the development. Forms for verification of achievements have been produced but the pupils do not like filling them in. Case study 1 also found a reluctance with 4th year pupils that the trainer in case study 3 did not seem to experience with 1st years.

Meanwhile, the trainer has also been working with the subject departments, informing them about developments in the 1st year and encouraging them to try their own pilots after going through the basic principles with them. All departments received a days training from her about profiling, using TRIST supply cover. This was followed by a further day and a half of training to work on modules. The first modular reporting will begin with the 1st years from September 1987. EDS personnel have given much support with developing unit accreditation by acting as consultants to staff. There is some concern as to how the RC sixth form colleges will receive and rate unit credit. These colleges have yet to find the answer to that themselves. To avoid it becoming a second class form of accreditation, they are trying to introduce unit credit across the ability range. However many staff have become overloaded with GCSE and staffing is tight. Pressure on time is a universal concern.

In the future, it is likely that parents' evenings will be different but it is not yet clear exactly how. The school also needs to find a method of improving the administrative structure as far as modular reporting is concerned. There is also a need for a whole staff training session to co-ordinate the work and give staff a complete picture. The GRIST bid for

1987/88 revolves around the 1st and 2nd year profiling development, and also the development of unit accreditation and modular courses in years 4 and 5. This seems to be a substantial amount of change for one year. It is perhaps not surprising that time is a problem. The trainer's report had a weary tone. She had found the content of the network meetings to date rather disappointing. This was possibly because she was a contributor more often than a receiver of information and ideas, being a little ahead of others in the field, she gave more than she gained.

Case Study 8. *11-16 Girls Comprehensive*

The trainer in this school is a head of year and head of biology, with an additional responsibility for multi-cultural education. She is a highly competent member of staff with considerable professional standing and regard in her own school. This is a TVEI school and there was some confusion for a while as to who was responsible for profiling, with both TVEI and senior staff interest in the subject. It was a case of too many cooks and different visions as to what the Records of Achievement 'cake' looked like. Some of the senior staff felt they had some expertise in this area and wanted their opinions heard. The teacher who had responsibility for profiling within TVEI felt a pressure to deliver and put a great deal of effort into computer assisted comment banking. The trainer felt a concern that her process based objectives might be in conflict with this. She was also aware that the staff were against a set up package, but had no 'ownership' of the task nor platform from which to provide leadership. In addition to role confusion, she had a full timetable and heavy existing responsibilities.

However, there was a strong demand from staff for unit credits, both to link in with GCSE and to plug the accreditation gaps in the curriculum. Most of the staff did some training on unit credit which raised a lot of interest and focussed the teachers on the fundamentals of what students will do and the learning outcomes. Unit credit clarifies goals for the student

and the teacher. She tried to encourage an end of unit review to be formally built in to involve students. Through this the pupils realised they had done more work than they had thought. It also led, in her experience to better group dynamics, the more able students helping the others along. Catching up on missed work is allowable under this system, and the pupils are encouraged to do so in order to gain their certificate. The teacher is seen as a resource. In her own faculty, she had helped influence the move to link all courses to unit credit. All science teaching is done in mixed ability groups. A considerable number of learning materials have been written through faculty team work. Pupils will receive at 16 a broad based science qualification. The implications of this for the single subject dominated A level have yet to be seen. In a full training session with her faculty, she helped them define achievement and assessment, and explored the why, what, when and how to assess issues in great detail. This led to a new approach in assessment. The faculty have generated module planners that are contributory to the Record of Achievement, and serve as reports home to parents. They also generated a criteria approach to approach to their marking policy which is negotiated with the group concerned.

As the year went on, the school defined an aim to have pilots in recording achievement in the 1st and 4th years. The trainer spent some time talking to senior staff identifying existing good practice in the school. She then helped to run a training session for the whole staff. Next she undertook a full experiential training programme for tutors in small mixed status groups. This was followed up by a second phase training for 1st, 4th and 5th year teams. The head released her from some of her timetable and head of year duties for much of the summer term to accomplish this, anxious to gain maximum benefit from her expertise before she left for secondment 1987/88. A training programme was also offered to all faculties and departments on the same model as for science. There was a high level of uptake. Since then there has been considerable progress towards contributions to the Record of Achievement and some progress

with classroom practice.

The trainer felt a strong sense of isolation during this. As a scale 3 teacher she felt sometimes like 'the filling in the sandwich'. Constant communication and consultation reduced the hostility of one member of senior management who felt threatened. The network meetings helped as did a colleague in the EDS but there was no-one back at base with whom she could share her fears, as it would have undermined the training. The role of the change agent can be stressful and exhausting. She ran 25 sessions in half a term and it took its toll. She had very mixed feelings about missing her classes in order to carry out this work and her concern for the pupils losing out added to the stress. In addition, she felt the TRIST/GRIST model of supply cover is fundamentally disruptive to the school. Many classes were left, sometimes repeatedly and there was pressure on staff to make hard choices. This gave ammunition to those who were antagonistic. The model she used was participative like the ADU's, in that it allowed and encouraged staff to generate the systems. She was concerned however about the quality and effectiveness of the task delivery. She is now handing on the task as she leaves the school for a year and hopes that the enthusiasm she has generated will be sustained in her absence. In July 1987 as she was about to leave, she wrote;

"It has been a fascinating and expanding experience. I have confidence to go on from here into almost anything. I have seen the curriculum_ I think I'm the only person who has."

In many ways these feelings mirrored the experience of one of the ADU trainers, the author of this text.

In terms of helpful factors, she cites the approval and trust of the head as being important, along with her own training, GRIST cover, EDS and ADU support, the recognition of the project as positive by most staff, and the work of the office staff and a colleague who took on some of her job for no extra pay. She also has insight into her own contribution, adding

"my own organisational skills...The cross-curricular contacts I have...The regard that most colleagues have for me...spending 6 months or so just thinking and talking about how it applies to the school - perspective"

For 1987/88, the school has 3 priorities for curriculum development in its GRIST bid, the first is 'Records of Achievement; learning strategies/ work of tutors.'

Case Study 9. *11-18 Girls Comprehensive*

This is a large, split-site school and has 3 trainers, one having been redeployed in the tertiary re-organisation in 1986. Two of them are senior teachers, the other is scale 3. One of the senior teachers, has made more institutional impact than the other two, mainly because Records of Achievement were written into her job description, and therefore she was working from her ascribed role. Also, her own commitment and enthusiasm is high.

She began during the course, in her own classroom. She chose a 2nd year maths group and gave them books in which to record each topic they tackled, the specific subject skills and their own progression of mastery of these skills. At the end of each topic, the children assess their own skills in discussion with the teacher. As a result of this they set their own targets and pursue these for approximately one week. Re-assessment then takes place. Pupils consequently found that lessons had more relevance and absentees could easily see what they needed to catch up with. The unit tests were more meaningful as the children have the exact information they require and the end of year results "have been superb! Children are motivated." During a maths meeting she took an opportunity to mention this project and a colleague took it up with a 4th year class.

Meanwhile, she then set about influencing the whole school policy on assessment. She began in June 1986, prior to coming on the course, with a

meeting for heads of department in the lower school where she is based, to lead a discussion on Records of Achievement. There was sufficient interest for there to be a demand for more information. In October 1986, she invited the head of the ADU to talk to all heads of department, which was followed by a discussion. The ADU head then talked to the entire staff. The following month a steering group was formed for the implementation of Records of Achievement in years 1 and 4. This consisted of the 3 trainers and 2 heads of department. She then ran a training session herself, for a group of volunteers, as her course fieldwork, which was successful, raised interest, and gave her confidence. Meanwhile she distributed a potted version of the information she'd gained on the course to the heads of department. This was followed up by a questionnaire asking them to give their department's views on;

1. General issues and methodology
2. The portfolio
3. Current practice and training needs

She met with each head of department after this to discuss issues and to offer help. Training for the heads of department took place in May_ 2 days for 30 teachers. This focussed on awareness raising and the implications for the school. Training for departments then followed. The 3 trainers, divided responsibility for departments among them offering advice and to act as consultants. They discovered much uncertainty among teachers about their ability to deliver Records of Achievement. One to one discussions were needed to generate their confidence by listening and building on what they were already doing. The scale 3 teacher has been there longest, and felt her influence as a known and trusted colleague was important and reassuring. Some staff, she felt, are suspicious of new members of senior staff who quickly bring in new ideas. Further development was delayed by pressures in school to run training for special needs and English teaching for speakers of other languages.

Soon afterwards, in response to the training, the steering group

produced a pack of suggested cross- curricular, personal and social development skills for the departments to use. In June, the departments were given 1/2 a day's training time for the actual preparation of specific units of work for years 1 and 4. At the same time, the 1st and 4th year tutors had 1/2 a day planning how they were going to prepare the children (and thus themselves) for the introduction of recording achievement in September.

This is considerable and possibly too ambitious progress for one year, in a school which has not been very progressive and in a climate of industrial action. Furthermore, Records of Achievement had to fight for a position with other developments which were jostling for time and resources_ section 11, SENIOS, modular courses and of course GCSE. Records of Achievement were eventually prioritised and appears as such as the prime focus of their GRIST bid.

Time and the implications of the new contract are problems on the horizon as is convincing some staff who are set in their ways and finding the resources to type and produce the portfolio sheets. In terms of helpful factors, she cites the previous work done in the school on profiling (the school has both ACS and CPVE as well as some subject based interest), GCSE and unit modules, the team of trainers who offered support, her training and the support of training group D (one or two of whom she still sees socially) and the backing of her management. On a more practical note, the school has usually been able to obtain supply cover which has allowed training to take place. Not all schools have been so fortunate.

Case Study10. 11-18 Comprehensive

This is a very large comprehensive in the south of the city with a reputation for good examination results. Profiling was not new to this school and this was a definite handicap. The staff experienced a process of reviewing and changing their assessment procedures 4 years ago and seems to have become enmeshed in a bureaucratic labyrinth. The work came to a

halt with teachers industrial action, to the relief of many. The teacher who had headed up the development left the school and there was little enthusiasm to continue. There remained a set of memories within the minds of the staff which told them that profiling was difficult, time-consuming, burdensome and not demonstrably more beneficial to pupils than present systems.

Two teachers from this school came on the course. Overcoming this recent, uncomfortable developmental experience was one problem, the school's history and mythology seemingly against them.

"We had ended up last time creating a Frankenstein monster. It was frightening in its size and unmanageable. We had to convince people that it's going to be different this time."

That they succeeded to some degree, is a tribute to their own skills, professional relationships and commitment.

The two had worked well together in school already. The first, who came on course A in the summer 1986, is the head of RE and the PSE faculty. When an extra place on course D was offered to the school he recommended the course to his colleague, who was a senior teacher in the lower school with pastoral responsibility and who also taught PSE. As a team, they were able to support each other and work on Records of Achievement from within their own different spheres of influence.

The head of PSE introduced the processes of recording achievement into the 1st year curriculum. Involving the other 9 tutors was difficult, owing to the industrial action and implementation without training caused problems because some teachers did not really understand it. This was not surprising as he had only a 20 minute meeting in which to explain the project. It is especially difficult to hold meetings for PSE as it is cross-curricular and staff have obligations to academic departments which tend to take precedence. In the third year he has worked to accredit aspects of PSE using NPRA unit credits focussing initially on decision making skills

within the real context of option choice. He has involved all pupils in this, except the very slow, so as not to make it seem like a second class accreditation. This implementation was easier as there are only 4 staff involved and 2 were the trainers themselves. He also felt the course had done a great deal for him personally and has improved his report writing generally.

The other trainer was able to use her position on the senior management team to influence whole school policy. Having presented a paper to the head and discussed it with him in some detail, she obtained permission to work with whichever department showed most interest in Records of Achievement. This turned out to be the English department. She ran a highly successful and lively day course for them for her field work project in December 1986. The teachers enjoyed it so much, they talked about it in the staff room and spread interest. "Profiling could be fun and human" was the message that seemed to result. The rest of the English department wanted to be involved and she ran the same package for them later in the year. Meanwhile, the original group of English teachers devised a small-scale pilot for second year pupils. The emphasis was very much on pupil involvement as well as defining criteria for assessment. Some of the teachers became so involved with this that they claimed they would never teach in the same way again.

Sustaining the change once begun became the next problem to be addressed, at the same time there was the need to inform and involve the rest of the school. She suggested two alternative strategies to the senior management. One is where the faculty heads were trained next and they then trained the heads of department within their faculties. The other is for the trainers to train the whole of each department one by one, which would take much longer, but might the delivery might be of higher quality. The implications on the curriculum and the organisation of Records of Achievement are still being worked upon, but there is momentum for change and a will from the top to move it forward.

A Brief Summary of the case studies

<u>Case Study</u>	<u>Forms of implementation</u>	<u>Special Features</u>
1.	4th year pastoral 4th year academic	NPRA pilot Extra resources TVEI school Steering group
2.	Whole school in-service training	EDS assistance All staff trained
3.	Classroom to own faculty Special pilot in 1st year	Special project team
4.	Staff professional review	Negative climate for classroom work yet positive for staff review
5.	Classroom to own dept. Cross-college working party leading to devpt. in academic domain.	Participation Market & client pressure
6.	Pilot in general studies section of FE college	Pilot team Move from pilot to mainstream Client interest
7.	Pilot in 1st&2nd yr PSE Modules in year 1 Incremental devpt. Unit credit in 4th & 5th Rolling prog of training	links with transition EDS support

8.	Own classroom to work with faculty Whole school tutor team faculty training	TVEI school Role confusion Pressures of change- agent role
9.	Work thro' all heads of dept.	Pilots in 1st & 4th year Static school climate
10.	Pastoral curriculum Influence school policy Approach thro' interested depts.	Trainers in middle & senior mgmt work as a team History a problem

This chapter has narrated the experience of 10 establishments who had begun implementing Records of Achievement by July 1987. There follows a commentary and analysis of the case studies and the wider questionnaire data in the next two chapters below.

CHAPTER 8

COMMENTARY ON THE CASE STUDIES

From a content analysis of these 10 case studies, a number of themes and issues have been inferred. These have been clustered using the model of categories used for the tables (positive and negative factor citations) in chapter 6 above. Three more themes are developed in chapter 9 below.

Outer Boundary

Factors at the Local Education Authority level

The significance of existing networks
The changing role of the ADU
The role of the EDS in promoting and sustaining change
The difficulties of sustaining change
Resource issues

Institutional Boundary

The Task in the Organisation

Process Issues

The application of processes modelled on the course
Participative approaches to change
The importance of relationships in the change process
Preparation work
Innovation through small, focussed pilot projects
Pilot projects which were incremental to existing activity
Pacing the change according to the current 'state of play'
'Selling' the change in terms which are meaningful to the teachers
Managing the public relations/ informing others

Content issues

The academic versus the pastoral dimension for the initiative
Implications of the Pastoral Approach
Technical difficulties in the academic domains

The beginnings of curriculum review and further structural and systemic changes; tensions with existing systems

Self

The Trainer

The professional growth of the trainer

The advantage of working from role

Overload in current work role

The pressures of the change carrier role; the need for professional support

The importance of support from the head/ principal

OUTER BOUNDARY Factors at the Local Authority level

1) The Significance of Other Existing Networks

Relationships among institutions seem to have been significant. It is interesting to note that 5 of the case studies are in the north of the city and 5 are in the Roman Catholic sector. Existing networks in the north, fostered by members of the north district EDS contributed to the developments in that district. Many formal and informal connections exist among Roman Catholic establishments and it is probably no coincidence that interest is high in this sector when the NPRA pilot school is RC. This pilot school was a TVEI school and has been mentioned above it was intended that the other TVEI schools should 'shadow' its Record of Achievement development. This illustrates how change in one school can trigger change in other institutions, in these cases, not even in the immediate neighbourhood, through relationships that have been built up in another context, or which relate to a particular project.

2) The Changing Role of the ADU

Part of the design for this programme was to shift the ADU's role, and in this they largely succeeded. There were now teachers within the institutions engaged on the primary task of delivering basic training and

consultancy in Records of Achievement. The ADU took on a secondary role of offering specialised follow up training, technical consultancy, moral support, networking ideas and good practice and lobbying for assessment and Records of Achievement at LEA level. In case study one, the ADU were involved in in-service training and faculty meetings. Gradually they left the school to use its own task teams and trainer to get on with the job, 'pot-stirring' rather than 'cooking'. In other case studies, the ADU offered support through the network, training, materials and individual consultancy. This is evidence of the emerging partnership between the external and internal change agents proposed in the design. The ADU got to know the trainers, their organisations and their problems during the course and consequently felt they could be more helpful, working from an informed basis.

3) The Role of the EDS in Promoting and Sustaining Change

EDS teachers in the north are able to work on a more flexible basis than their colleagues in the centre and south, because of their relatively informal structure and management style. This enabled them to go in and out of schools fairly quickly in response to requests for help and disseminate good practice by putting key people in touch with each other. They also encouraged collaborative training projects between neighbouring schools. Notably, the EDS and school based trainers have contributed to the growth of Records of Achievement in a north school which lost its trainer to promotion at Christmas 1986, but still felt that this was a project they wanted to continue. (Records of Achievement in year one was the first curriculum development priority in their GRIST bid) This is an interesting illustration of the EDS's role in *sustaining* change.

4) The Difficulties of Sustaining Change

It may be that sustaining change is harder than starting it. There is some evidence for this in the reporting of other trainers (see chapter 6 above). In education, teachers often fear innovation as 'the next 'bandwagon' absorbing time and energy but soon fading away with swiftly

changing fashion to be superseded by something else. This may be education struggling to keep up in a rapidly changing social and political environment or it may point to a difficulty in the change process itself, when after the first flush of pioneering enthusiasm, complexities and technical problems arise. Furthermore, many educational innovations are under resourced; GCSE being a recent example. It needs real commitment from the LEA in policy and resources to make sure that a radical but slow innovation like Records of Achievement is seen through.

5) Resource Issues

It may be that Records of Achievement will run into difficulties with resources. Providing funds for training alone will not help with classroom level delivery. Despite willingness and commitment, a quart of work will not fit into a pint pot of time. The case studies showing the greatest degrees of implementation are 1 and 6. The first was given additional staffing and technical resources, which pump-primed the implementation process. The second was an FE college where staff student ratios are more favourable than secondary and time is more flexible as staff do not have the same supervisory responsibilities of secondary colleagues. It has yet to be seen whether 1st year tutors can operate more student centred assessment systems with classes of 30.

INSTITUTIONAL BOUNDARY The task in the organisation PROCESS ISSUES

1) The Application of Processes Modelled on the Course

Modelling the processes of the task in training was a conscious process of the ADU programme. The 'Try it and see' approach and the importance of using and building relationships have been discussed above. Other elements of the ADU course were also seen. The trainer in no. 2. tried to model, through her 2 day training programme, the processes of feedback, review and negotiation, as well as structuring her programme on a 'cascade', thus interpreting the title of 'Training the Trainers' more

literally than the others. She also used a co-training model which she had experienced on the ADU course. Other trainers have been conscious of modelling in training and the need to be actively involved in the classroom implementation of pilot work, putting their competence on the line and risking failure along with the others. It was a form of participative leadership which involved taking risks and coping with failure.

2) Participative Approaches to Change

The case studies show many forms of participative activity; in-service training, working parties, meetings, a steering group, consultation exercises with parents and employers, 'twinning' of experienced with less experienced tutors, review sessions and informal chats. All case studies involve some of these. Some have approached staff by virtue of their role, as in case studies 1, 7, and 9. Others have tried to involve interested and influential staff; as in case studies 3, 4, 5, 6, and 10. Two case studies, 2 and 8 have involved all the staff. Where there was existing expertise as in case study 9, the trainer has tried to involve those teachers. This theme is developed in greater detail in chapter 10. The involvement of students, parents and members of the community are discussed in chapter 9 below.

3) The Importance of Relationships in the Change Process

Records of Achievement is a relationships-based system. This was modelled in the original training programme and the importance of relationships emerged at the implementation stage. The use of the trainer made of their own relationships within the school is highlighted in case studies 4, 8, 9 and 10. Case studies 3 and 5 report on identifying and involving influential people, 6, 7 and 9 refer explicitly to time spent talking to individuals. From self-reporting, it is not always easy to gain data as to any correlation between the trainers' success in implementation and their own professional competence and status in the eyes of their colleagues. However, as an external observer, the author has little doubt that these factors, together with the interpersonal skills and relationships of the trainers are most significant factors. We might extend Aspey &

Roebuck's hypothesis (1977) 'Kids don't learn from People they don't like, to read 'teachers don't learn from trainers they don't like or respect.'

4) Preparation Work

There were several references, actual and inferential, to preparatory stages in these case studies. These were in the form of reflective thinking, researching into current practice, talking to people, finding allies and generally seeking out opportunities to act. This seems to have been useful and paid dividends.

5) Innovation through Small, Focussed Pilot Projects

Most trainers have tried to prepare for change by raising interest, identifying key people and existing good practice, before moving on to implementation through small, pilots, focussed in one sector of the institution. Modelling the training programme, they tried to move into action, even on a limited scale, fairly soon after raising interest and awareness. This was referred to in the ADU programme as 'try it and see'. It was a concern of the trainer in case study 2 that there was going to be a delay between training and implementation, particularly for those who trained early on in the programme.

6) Pilot Projects which were Incremental to Existing Activity

The successful pilots were often incremental to existing activity and innovation, rather than seeming to begin something new. Case studies 1 and 8 were both TVEI schools and began their work largely in response to the demands of that project. In case study 7 the school had already focussed on primary-secondary transition as a developmental area. In case study 6 tutors accepted reviewing as a more formalised aspect of their existing tutorial role. Records of Achievement fitted in well to the aims of this area. Case study 4 shows an interesting relationship between the external threat of re-deployment and the particular form of the implementation. Case study 5 shows a college who made an effort to look strategically at how Records of Achievement fitted in with existing and new systems. Otherwise, the rationale for the location of limited sector

pilots and project teams has usually been the interest and willingness of the staff involved.

7) Pacing the Change According to the Current 'State of Play'

The pacing of change and the readiness of the staff to take on another innovation at that particular time was a further consideration reported by the trainers. Judging these requires a sensitivity to people, context and processes with an ability to observe what was going on and see things from the point of view of others. Two case study schools, 7 and 9 may be moving too fast. The speed with which the trainer in case study 8 had to work was personally exhausting. Some of the 'less advanced' schools have made professional decisions about the pacing of change and other priorities which account for their relative lack of progress.

8) 'Selling' the Change in Terms which are Meaningful to the Teachers

Both trainers in case studies 5 and 10 reported having to sell Records of Achievement as something manageable, not as drastically increasing the burdens of the teachers nor as an encroachment on valuable teaching time. The trainer in school 10 even set out to make the training as enjoyable as possible to provide as great a contrast as possible to the style of the previous development.

In case study 6, the FE lecturer and his team put the emphasis firmly on the processes of tutor student dialogue and not the act of recording. They themselves believed in this philosophically but it also helped to sell the idea to the rest of the section. In the Catholic Sixth form college, the need to keep up with the changes in their feeder schools provided an incentive to market conscious teachers to change.

Several trainers wrote of working with small groups or individuals to provide training or consultancy. The advantage of this was that they were able to give the teachers more attention, focussing on the issues of particular concern and developing the innovation in terms which made sense to them according to their role and opinions.

9) Managing the Public Relations/ Informing Others

There are many references to the need to manage relationships and pay some attention to public relations for the innovation, selling it to those who are affected and informing the non-participants. It makes good sense to run pilots on a limited basis in the first instance. However, this does lead to lack of uniformity of systems and practices in the short term, and can strain relationships with colleagues or other parties who do not understand what is going on. Limited sector pilots are messy in that some sections of the organisation are using different procedures and systems, which might be constantly changing in the light of experience as the teachers learn what does and does not work. This need not cause problems as long as everyone who needs to know is informed what is going on and why. Parents and students in these case studies were told that reporting procedures for some students would be different from those of others. This seems to have been accepted, and in case study 3 actually welcomed. Involving or informing non-participants was a strong element in case study 1 where there are formal structures for consultation with representatives of all interested parties. In other forms it was present in case studies, 5 and 6.

TASK -CONTENT ISSUES

1) The Academic versus the Pastoral Dimension for the Initiative

Some schools have chosen to begin recording achievement in the pastoral dimension, others in the academic, some in both. Some will soon have to face the issue of how to marry the two systems together. This is a reflection of the present structure of most schools which have an academic/ pastoral divide. Some courses in secondary schools and FE (ACS, City & Guilds 365 Vocational Preparation and CPVE) have merged the two functions to some degree and have been recording achievement as part of their programme design.

2) Implications of the Pastoral Approach

Schools which began with the pastoral dimension, found they needed to

review their pastoral curriculum and the role of the tutor, who is in many schools little more than a register clerk. This is most evident in case study 1, the NPRA pilot school, but is hinted at in some of the others. Case study 3 sought to develop assessment skills in children in an additional first year tutor period, an interesting recognition that the explicit skills needed by pupils to engage in the profiling process need to be developed within the curriculum and the tutorial curriculum seemed a suitable vehicle. In case study 7, the first year tutors were already involved in helping pupils learn to assess themselves, which demonstrates in that school that their role had already developed into deliverers of the pastoral curriculum.

3) Technical Difficulties in the Academic Domains

If they began in the academic field, trainers found some subjects had considerably more technical difficulty identifying progressive criteria than others. English (case study 10) often had the most problems, not wishing to reduce and distort a holistic process to a set of 'mechanistic', skills arranged in a hierarchy of difficulty. Although the trainer could set departments on the road, these issues can only really be resolved by the specialists themselves, which is another argument for a participative approach to this particular innovation. Technical problems are mentioned explicitly in case studies 2 and 9, though data gathered in June-July 1987 suggests it might be a common developmental stage.(see chapter 6 above) There is a danger departments will get discouraged at this stage and turn to the trainer for answers they may not be able to give and so feel inadequate and responsible for starting something they cannot sustain. This is where the network and support agencies could help, either by providing support and expertise directly or putting them in touch with teachers who have tackled similar problems.

4) The Beginnings of Curriculum Review and Further Structural and Systemic Changes ; Tensions with Existing Systems

The task of identifying criteria and learning outcomes includes inevitably an element of curriculum review. Skills and processes have to

be identified as well as knowledge. As schools are still organised around subject boundaries, there is an organisational issue as to how these separate components will co-ordinate in a way that is meaningful to the students and interested outsiders, without being heavily bureaucratic, burdensome and possibly incomprehensible. Some schools have moved towards class or tutor based teaching in the first year. Others have structured the timetable in blocks and are delivering the curriculum in discrete modules with defined learning objectives. These developments will facilitate the processes of recording achievement in the future. In the meantime, the schools which still have a fragmented day for pupils with 12-15 different teachers a week will find the most difficulties. There are many ways in which recording achievement may put pressure on existing structures, not least by engaging the students more closely in what happens to them in their places of learning and therefore getting regular feedback as to their wants, needs and the effect of the curriculum delivery. There are no references to some widespread changes in the reported data of July 1987, however, a vision of the changes to come does seem to be behind some expressed anxieties, notably case studies 2 and 8.

Emerging also are some questions as to how Records of Achievement will fit or not with existing systems. In case studies 1 and 3, the school made decisions that the new record would replace existing reporting systems. TVEI focussed attention on this innovation as Records of Achievement are a requirement of this programme and therefore were an LEA commitment that went with the bid for the funding from the Manpower Services Commission. GCSE, as has been seen above and will be discussed further in the next section, seems to be a two - edged blade. It focusses staff on assessment and criteria, but sometimes is so overwhelming in terms of new and additional work, that teachers feel they cannot accommodate any further change. In the sixth form college in case study 5 the teachers are concerned both as receivers of the new style reports from schools and as providers of information for other

gatekeepers in Further and Higher Education and employers. Systems which have relied on predictions of future academic attainment will no longer find this data in the new style reports.

SELF The trainer

1) The Professional Growth of the Trainer

At the end of the course most trainers who wrote evaluation statements (see chapter 5 above) mentioned having experienced some degree of personal and professional growth as a result of the course. Some of the trainers in these case studies report further growth through training others and the task of implementation. In case studies 2 and 8, this has been at the cost of some strain.

2) The Advantage of Working from Role

On the whole, the trainers were able to work most easily from their own ascribed role. If their current job description gave them the authority to act in this domain, they were considerably advantaged. Other trainers (seen here in case study 8) spent much time and energy negotiating an institutional role which stems from a weakness in the recruiting procedure which failed to show the need for a contract between the trainer and their head or principal about post-course expectations. Those with senior management status were able to work across their institutions fairly quickly. They also had, by virtue of their role, access to the policy makers of their organisations as 'peers', being part of the senior management team. This was used particularly effectively in case studies 5, 9 and 10. Those in middle management were able to influence their own domains, usually departments, also working from their ascribed role. Some were able to negotiate a wider role with considerable senior management backing. This is most evident in case studies 1, 6 and 8.

3) Overload in Current Work Role

The implementation of Records of Achievement was not always part of or a development of current work roles. Where it was not, as in case study 8, it could add a considerable additional burden of work and strain on

professional and personal priorities. The two senior staff in case study 4 also suffered from existing work overload, but were able to advance in a way which helped them with more urgent staffing issues.

4) The Importance of Support from the Headteacher /Principal

All trainers found support from their own headteachers essential, but it was particularly important for those who were not working from role; case studies 3, 5, 6, and 8.

5) The Pressures of the Change Carrier Role; the Need for Professional Support

The trainer's ability to build professional support for themselves was also significant. There are insights in these case studies into the stresses responsibilities and potential or real loneliness of the change-carrier role. Those who have felt most comfortable with the role (nos 1,2,3, 6 and 9) have built project teams around them or have some external support, usually EDS/ADU. Trainers who were members of a senior management team seem to have been more supported by that group, as do trainers who had another trainer in the school. Case studies 1 and 6 felt their membership of the team was a particularly significant component of their leadership of change. The teacher in case study 8 did not seem to have this and experienced stress from the ambiguity of her role and the compromises she had to make with other aspects of her role which she valued. The deputy head in case study 2 was able to find support from the EDS and own her own feelings of fear and inadequacy, which result from leading change when there is no clear path to follow. The burden they all carried was having the vision of the future but not the blueprint. They had to persuade colleagues to take on a process of learning and discovery. The precise form of the innovation as it would later emerge, was obscure; only the basic principles and values would remain true. This process demands considerable commitment, belief in the task and awareness of one's own strengths and limitations as an 'expert'. This problem was anticipated in the design and it is yet to be seen how well the ADU and the

network can provide the support the trainers need.

In this section, the experience of 10 establishments had been examined and from these certain themes common identified; within the 'outer', 'institution' and 'self' boundary categories. The first set of themes refer to LEA factors. Networks, both formal and informal have their own dynamic in affecting change. In these instances they seem to help move it forward. The EDS and the ADU have each developed roles in supporting and helping sustain the change. The ADU seems to have succeeded in shifting the task of primary training and institutional delivery onto individual teachers while it developed a secondary role offering specialised training, technical advice consultancy and moral support. As a result of the programme there is considerable more activity related to the task than if the ADU had continued its ad hoc delivery of training and consultancy to those who put themselves forward. 'Outreach' had worked. The problems of sustaining the energy for change and its fragile nature in the early days were not unforeseen, and remain an issue for the LEA policy makers, as do resource issues. The latter is probably the hardest issue for the politicians, both at local authority and national levels to resolve. Local finances are very tight and national purse-holders have yet to show their commitment to the 1984 policy document in terms of hard cash beyond funding some pilot projects. Money is the rock upon which which the whole enterprise may yet founder.

The next set of themes show how the task was carried into action within the schools/colleges and these clustered broadly into process and content issues. Within processes, there is evidence that the trainers used some of the processes modelled on the course, training colleagues and involving them in small focussed pilot projects. Many different participative approaches were used throughout the case studies. There are many references to the importance of relationships and giving time and attention to individuals in order to move tasks and development forward. The usefulness of preparing the ground through reflection, research and

planning prior to action was on factor which emerged through some case studies. Some pilot projects arose from areas of staff interest, others were incremental to existing activity. The trainers had hitched their wagons to vehicles which were already in motion, thus using energy for momentum rather than overcoming inertia. In a climate of 'change overload' described above this strategy presented connectedness and integration rather than yet another initiative to be undertaken. In the largely negative school climates (described above), sensitivity was vital in the change process. Trainers needed to be able to pace the innovation according to the climate within their organisations, and through work with small groups or individuals help teachers find their own contextual meanings for the development. Care was needed to manage relationships with those who were not yet actively participating or whose interests were involved. This section has made a more broad reference to the public relations task within the organisation.

Certain task content issues were also evident. Some chose to begin in the academic, some in the pastoral dimensions, some in both. The difficulties and implications are described as they were beginning to emerge with some tensions starting to show. Records of Achievement aim to present an overall and integrated picture of a young person's achievements. At present, schools are gathering information through 2 separate structures, the academic and the pastoral. Schools which began recording achievement in the pastoral domain have found this is a mode of enriching the role of the tutor, though not all teachers are comfortable with it. The academic path has often proved more tortuous, strewn with subject-specific technical difficulties. The processes begun are likely to have far-reaching implications for existing teaching and learning relationships, the curriculum and systems for transition and progression into other educational institutions. There are many structural nettles yet to be grasped at a higher policy making level than the individual school and college.

The last cluster relate to the trainers themselves, who had to carry the

task forward while maintaining their existing work-load, be sensitive to others while maintaining their own energy, popularity and self-esteem. These teachers experienced both growth and strain in their role. The evidence also shows the importance of recruiting teachers/ lecturers whose existing or negotiated work role and work load allow them to carry through the innovation. Support from the head of the organisation was particularly important for those in middle management, though all needed professional support and found it in existing or specially constructed groups within their organisational boundaries or from outside it.

The next section goes on to discuss three further issues which arise from the reported data; the role of the change agent in organisational development, aspects of 'change overload', and the role of the clients.

CHAPTER 9

ASPECTS OF THE CHANGE PROCESS

This commentary on aspects which arise from the questionnaire and case study data has been divided into 3 sections.

- 1) The role of the change agent in organisational development
- 2) Aspects of 'Change overload'. GCSE, Unit Credit and other initiatives; their relationship with Records of Achievement.
- 3) The role of the clients (ie the pupils and students)

The role of the change agent

The role of the change agent has been explored by Georgiades and Phillimore (1975 in Mayon-White 1986) who wrote about the "myth of the hero- innovator". They observed that one cannot expect to produce, through training, a 'knight in shining armour', who, girded with new beliefs, assaults his/her organisational fortress and institutes changes both in him/herself and others at a stroke. This myth may seem to be just what this programme set out to enact, that is, train and prepare someone to go back to their home- base and lead it forward into a new and nobler world like a hero in an adventure story, slaying dragons en route and emerging victorious. Such a vision inevitably arouses cynicism in those of us who feel we have grown out of such histories, consigning them rapidly to the realms of myth and legend.

However, a closer look at the guidelines they go on to suggest for successful organisational development through change agents, show areas of coincidence in strategy. Firstly, they recommend as a general point, the cultivation of the environment of the organisation, by which they mean establishing respect and rapport using the authority of demonstrable expertise rather than power and authority derived from role or threat. In reality the trainers could only use the former working through their own

professional relationships. Threats were neither feasible nor desirable as tactics for the trainers to help teachers change, both on grounds of ethics and values as well as likely effectiveness. The ultimate threat of dismissal is not available as a sanction owing to conditions of contract and it is highly unlikely that threats of a lesser nature and another 'top down' approach would do much more than increase resistance from teachers, especially in the sensitive climate around in 1987. Records of Achievement will one day be a statutory requirement for schools. That is not the case as yet and even then, it is doubtful whether the force of law alone will produce better teacher-student relationships and enhance learning. Under coercion one might get the letter but probably not the spirit of the initiative. Organisations varied in their readiness to receive the development and therefore the trainers all had different starting points. Those trainers who had made a clear contract with their establishments before accepting a place were most advantaged as they had their role legitimised and were given authority to act by their own organisational leaders. Others had to work to gain the support of their managers as well as colleagues and to influence the policy of the organisation. Some trainers had to spend time preparing their ground, observing, talking to colleagues judging the ground and disseminating information before beginning training or pilot projects. There is evidence from the data to demonstrate that the more successful cultivated the environment of their organisation.

Secondly, Georgiades and Phillimore suggest a re-appraisal of the time-scale of the change programme, which takes longer than short skirmishes and battles if we stay with the metaphor of our knight. They suggest that genuine and permanent change takes 3-5 years in commercial or industrial organisations. This certainly seems likely to be true of education and Records of Achievement, judging by the experience of the NPRA pilot school in particular. Secondary schools which have introduced Records of Achievement with one year group only to begin with, may take up to 5 years before the innovation is fully implemented and longer before

it is well established and assimilated by the teachers, pupils, parents and 'end-users'. When the school 'owns' the development as part of its policy and uses the change agent as a resource, then the innovation is more likely to be sustained over that time-scale without exhausting the energies of that individual, or collapsing if they departed. In other words, the management and teachers of the school should be working for the change not just the trained trainer, with leadership being provided from the top of the organisation.

Georgiades and Phillimore go on to suggest that 'preparation of the environment' can take up to 12 months. The guidelines they suggest are outlined below.

1. "Work with those who support change and not directly against those resisting change". Mass training, mass public-relations exercises are assumed to be unproductive. The case studies illustrate examples of this. In case study 3, the trainer worked in the first year with a project team. Case study 4 trainers offered a professional review service to staff on an entirely voluntary basis. The sixth form college in study 6 asked for volunteers for a working party and volunteer departments to begin pilots. The trainer in the FE college began a pilot with those tutors who seemed most interested by his training session. In school 7, the trainer focussed existing PSE expertise in the 1st year and upper school around Records of Achievement. The trainer in case study 8 offered training to those faculties who were interested, and ended up exhausted. In the last study, the senior teacher began work with the department which showed the most interest. Case studies 2, 8 and 9 show training on a rolling programme, taking place in small groups, either mixed subject and status or focussed on faculties and departments. Several trainers reported 'informal in-service training', talking to people or 'coffee cup in-service training'. They had found small group or one to one work convenient and effective.

In the wider questionnaire data, it is not always clear whether the teachers who were involved in the pilots chose to be there or not, although

those schools who targeted a whole year cohort for the pilot, rather than volunteer departments are more likely to contain a mixture of enthusiasts, unconvinced, 'don't knows' and cynics. Those who built on existing staff interest in unit credit or Manchester Open College Federation (MOCF) a modular credit system for post 16 students, were certainly working incrementally. Only one school chose to begin a pilot with 3rd year tutors. The reason for this choice was simply the interest and enthusiasm shown by this group and the relative apathy shown by the others. Change seemed easier for those trainers who were able to work with volunteers, less easy for those who worked with role groups, that is heads of department, faculty heads of tutor teams. With these latter groups, complaints about lack of time seemed to be loudest.

2. "Establish a team of workers for mutual support". Many trainers reported that the support of colleagues had helped them. This seemed most evident in case studies 1,3, 5, 6, 9 and 10. Some had found support from inside the organisation either from their own department, year team or senior managements. Others created temporary task teams in the form of working parties, steering groups, pilot project teams or alliances with another trainer in the same establishment. Some trainers sought support from the ADU, EDS of the network structure which was designed to fulfill this function.

3. "Avoid working with lost causes, that is, those lacking the will or the resources to improve". Trainers have usually worked with those who are interested and ignored the cynics or those burdened with other tasks for the time being. Some did feel it was important to keep people informed so as not to antagonize non-participants and to prepare the ground for future expansion of the pilot schemes. The trainers who reported little progress may have made decisions about energy conservation when they assessed the climate in their organisations and the odds on probable return for effort applied.

4. "While agreement of those at the top is needed to proceed, it is more

effective to work with those just below the top of the organisation." This assumes that those near the top are less likely to support the status quo and will be more receptive to change.

This was not always the case, some heads providing clear leadership and commitment and featuring more strongly in reported data than other senior staff. However, some of the trainers, being deputies heads, were in that "near the top but not at the top" position anyway. Most of the deputies were highly effective leaders of change, usually working from role. The problem for most of them, however, was work overload and the burden of numerous other duties. Deputies and senior teachers do tend to be more accessible to staff and in touch with the day to day running of the school than the head teacher whose time is often spent out of school or closeted in meetings. This gives them an advantage in the planning of strategies and tactics. Their responsibilities usually give them a 'whole school' or cross-curricular vision and networks of relationships across the establishment, which are useful for leading change or guiding the efforts of other change carriers.

5. "It is useful in large organisations to work with those who in their sphere of control have the authority to carry out change and so can exercise freedom and discretion in managing their own resources and operations." This was one of the basic premises upon which the ADU 'training trainers' course was designed, aiming to reach, empower and create partnerships with the people who could influence policy and take action from within. By way of illustration, in case studies 2, 7 and 9 the trainers, being deputy heads were able to use resources and make the internal arrangements to deliver large-scale training programmes in school time. The FE lecturer in case study 6 was fortunate to have the head of section as part of his pilot team. Other trainers also reported working through their own hierarchies, training their senior management, heads of department, heads of faculty, or year teams.

6. "A supportive team is essential with opportunities for frequent meetings

to air doubts, anxieties and new ideas." This is a similar point to number 2 and relates to the points already made about internal and external sources of support. This concept was modelled on the original programme by the existence of the ADU itself as a development team which worked closely and dynamically together. Where such a team did not exist, the trainer is left to manage their own anxieties as in case studies 2 and 8. With the exception of number 7, all the rest of the trainers in the case studies worked in some kind of project team and this no doubt helps account for the relatively advanced stage of implementation in their establishments.

Thus experience of the author and trainers on this programme seems to support the views of Georgiades and Phillimore about the 'myth of the hero innovator'. However, this is not to deny real heroic deeds on the part of trainers, who faced trial and tribulation, and rode into hostile terrains in their attempts to rescue children from assessment systems which do not do them justice. Not all knights in shining armour tilt at windmills. Some, we are told, won battles and fair women.

Aspects of "Change Overload". GCSE, Unit Credit and other Initiatives; their relationship with Records of Achievement

The trainers were operating in organisations which were experiencing change and flux on a far greater scale than in the past. Schools and colleges are geared to change, managing as they do the growth and development of individuals and transient populations. Change is in a sense their business. They constantly manage cycles of transition in and out of the organisation and movement through different social groupings and work stations. The summer of 1987 was a peak time for the winds of change from outside. During the period of research schools and colleges were bombarded with a host of policies and projects from outside their boundaries, to which they had to react (see table).

*Some of the Innovations and Policy Initiatives around in Manchester LEA
1986/87 Affecting Secondary Schools and FE colleges*

Asterisks indicate key initiatives

AIDS education
Alternative curriculum strategies *
Anti- racist work *
Class-based teaching
Curriculum 5 - 16
Falling rolls & re-deployment
14-19 progression
GCSE *
Gender equality
GRIST *
Healthy eating
Manchester Modular Humanities
Modularity and unit credit *
New teacher contract
Personal and social education
Records of Achievement *
SENIOS
TVEI *
Transition from primary to secondary school

These were felt and experienced with varying degrees of intensity but the ones which could not be ignored were GCSE, GRIST, the new teacher contract and falling rolls with the consequent shadow of re-deployment. For the 5 schools whose managements opted into TVEI, this initiative together with Records of Achievement were also obligatory. Alternative Curricular (AC) strategies had been optional, but by the summer of 1987, all schools had adopted some form of AC development which provided additional resourcing and more interesting and relevant diet for their under-achieving fourth and fifth year pupils than traditional academic packages. Developments in unit credit and modular courses were often linked with the Alternative Curriculum and GCSE, although as was shown in chapter one had mushroomed in their growth as teachers wished to

apply the principles and benefits to more of their pupils. SENIOS, Special Educational Needs in the Ordinary School was a requirement of the 1981 Education Act. Local Education Authorities were to ensure that children with special needs to varying degrees have these met in ordinary schools subject to certain conditions, and that careful formal assessment is provided for those pupils whose needs can only be met in separate special provision. Although special schools would still exist, the Act aimed to have as much integration as possible into mainstream. In Manchester, for example, children with hearing difficulties were sent to ordinary schools and a team of detached staff provided support to them and their teachers to enable them to cope with that learning environment. Although not new at this time, SENIOS issues are still being worked through, and this area of work was another which focussed attention on assessment. The Local Education Authority was promoting its own policies at the same time. One of the most heavily resourced was that of equal opportunities, which included anti-racist strategies, gender equality and positive action for the disabled. AIDS education and healthy eating were also concerns of the officers and politicians. In addition, the LEA was also promoting curricular developments, notably primary secondary transition, which included class based teaching in the first year of secondary schools, personal and social education and the issue of curriculum progression for 14 to 19 year olds. The latter was a concern at national as well as local levels, attracting considerable interest and funding from the Manpower Services Commission as well as the Department of Education and Science. Primary- Secondary transition focussed to a large degree on information transfer with its attendant assessment issues. This became the focus of primary profiling developments.

It perhaps seems surprising therefore, that Records of Achievement, which are not yet statutory and were not explicitly part of LEA policy until June 1987, (although mentioned in 'The 5-16 Curriculum for Manchester schools ' 1986, should have gained so much ground in such a

highly competitive field of innovation. On closer examination, however, it has been seen that assessment and accreditation issues are raised by all the major initiatives and some of the lesser ones.

Winds of change can be 'a breath of fresh air'; they provide drifting ships with propulsion, they can also be uncomfortable and disturbing or in strength, de-stabilising, damaging and destructive. A certain amount of the right kinds of change was helpful to the trainers. This was reported through 'focussed staff interest' or activities; unit credit GCSE and Records of Achievement as 'incremental to existing activity'. Here the winds seemed to be blowing in a similar direction. Staff were already aware that changes in assessment were on the horizon and some were already engaged in related activity.

However, on the negative side, staff feeling threatened, concerns about time and administration, other priorities and tension with existing systems were featured in the reporting. Trainers had to compete with other priorities to get their sponsored change on the agenda. Meanwhile, time and energy had to be found by them and their colleagues for reactive tasks, notably GCSE, policies on racism and GRIST which inevitably limited that available for pro-active tasks, or developments which seemed less urgent or obligatory. The main problem then was the change overload in a time of low teacher morale, but there was also genuine confusion about how all the new innovations fitted together. Some connections and rationality could be found, but there were tensions not just with existing systems, but also among some of the initiatives themselves. This was most evident with GCSE which had been introduced for 4th year pupils in September 1986. From September 1987, GCSE would involve 4th and 5th year pupils and one year GCSE became available for post 16 students.

GCSE appeared in the data as both positive and negative influence in forwarding Records of Achievement. Where the school focussed its pilot on the 4th year, it seems to have been 'incremental to existing activity'. Yet in other schools teachers felt so overwhelmed by GCSE, they felt they

could not cope with more change. GCSE is yet another example of a double- edged change. It was imposed on teachers by the Secretary of State in a time of industrial action. Its implementation was widely felt to be too rushed , ill-planned and under-funded. Despite initial statements, GCSE is not an examination for all, but only the top 60%. Criteria related grades have been postponed to the 1990s because of technical difficulties and meanwhile the exam continues to be norm-referenced. Within the Manchester LEA, the ability range of children is skewed towards the lower end and many able children under-achieve for a variety of reasons largely associated with inner city life and the changing times.

However, GCSE focussed teachers on assessment issues and the identification of criteria. Thus it actually helped lay the ground for the innovation and some teachers decided to build in links with unit credit and Records of Achievement while building their GCSE systems. These, would better serve the needs of inner city children than GCSE. Patricia Broadfoot examined the relationship between Records of Achievement and GCSE. (Broadfoot in Horton 1986) GCSE had only been introduced to 4th year pupils in secondary schools at this stage, and so her thoughts at this stage relate to schools. FE colleges may find the same problems, but probably not in quite the same ways. She identified five ways in which the two initiatives were similar. They are both designed to be positive, reporting what students know, understand and can do, and are orientated towards criterion rather than norm-referenced assessment. Both emphasise the importance of assessment by the teacher as opposed to exam boards. They both have elements of current government policy concerning increasing vocationalism and preparation for working life for pre-16 students. Hence, there is an emphasis on the assessment of skills rather than knowledge in both systems. Finally, they are both capable of incorporating graded assessment information.

There are however, some major contradictions between them. Firstly, Records of Achievement describe the student in a detailed and personal

way. GCSE results are in the forms of hierarchical grades. GCSE, for all its course work component, still centres on a summative examination, which a student might pass or fail on a particular day. The formative processes of profiling which include regular feedback and review are very different. GCSE is still largely concerned with subject learning, while Records of Achievement focus heavily on assessment of personal or work-related qualities and skills. GCSE does not cater for the needs of the bottom 40% of students; Records of Achievement are for all. Finally, with GCSE, pupils have to wait 2 years to know whether they have been successful, whereas profiling gives them on-going feedback and an informed involvement in tracking their own progress. These contradictions, she writes, reflect a fundamental tension in the purpose of school assessment itself.

“..the contradiction between GCSE and Records of Achievement hinges on the question of whether the priority for 16+ assessment should be the provision of reliable information which has high predictability for the purposes of selection, or whether the primary purpose should be to reflect what has been achieved in relation to the whole range of educational goals that a school may set for itself.” (p173)

She concludes this problem is likely to be resolved through the curriculum, but is likely to cause some difficulties in the next few years, as two initiatives with different philosophies but overlapping areas, compete for teacher/ pupil time and increasingly scarce resources.

It is clear, however, that in July 1987, Manchester is well on the way to having arrangements for recording achievement set up by 1990. The Government's commitment to this was reiterated by Education junior minister Bob Dunn in November 1986 and in 'The National Curriculum 5 -16' consultative document, published in July 1987. Training in the assessment of achievement appears as one of the National Priorities for GRIST in 1988/89. Indeed, the explanatory commentary seems to suggest that the DES see some coherence in the range of new developments.

"This new priority area builds on and supersedes the 1987/88 GCSE priority area...It is expanded in scope to promote more broadly based assessment training, both in response to existing initiatives- notably TVEI, the development of records of achievement and the reform of vocational qualifications_ and to prepare for the introduction of school-based assessment..." (DES circular 9/87)

Whether in fact these various strands will fit together is at present debateable. At present, many changes in education are being resented because they are 'top down', imposed upon the profession by the Government or the LEA. They are being experienced as 'too much too quickly', but as has been illustrated above teachers have increasing and not ill-founded doubts as to whether leaders in education have a coherent strategy for the future. The teachers lament "When will we find time to do the teaching?", so often levelled at Records of Achievement needs to be seen in a broader context of flux, maelstrom and confusion.

The Role of the Clients

In the experience of the author, one of the most repetitive debates which arise in training for Records of Achievement relate to who they are for. "Yes, but what will employers think?" is a popular cry, which latches onto one segment of the fourth purpose for the initiative as outlined in the DES 1984 Policy statement, thereby, one often suspects but can't prove, cloaking fears or reluctance to take on extra work under a seemingly respectable and external concern. The question is also begged, "Well, who are schools for? Who are our clients?". An over emphasis on employer reaction to the summative statement suggests the schools are processors and sorters of young people whom they send out into the world neatly tagged as to their suitability for employment to make selection processes easier in the world of work. Apart from the numerous young people in some areas of the country who will never come into contact with an employer, other possible 'end-users' include parents, sixth form colleges, FE colleges,

careers officers and YTS (Youth Training Scheme) managing agents. In the opinion of the author these are secondary clients, the young person being the primary. This is an important question of emphasis.

A common thread in the case studies is a concern for the children and students as clients. In particular, the FE lecturer found support for Records of Achievement because colleagues thought they would benefit the students. The senior teacher in case study 10, was convinced that they "care about children", and persuaded the head and senior management to agree. She began work with the English department because she saw them as child-centred. There is evidence of this concern and focus in other reported data. Successful companies according to Peters and Waterman (1982) find out what their clients want by seeking their opinion and listening to what they have to say. Records of Achievement seem the ideal way for schools and colleges to get closer to their clients by creating dialogue, improving understanding and keeping closer track of the learning process, through engaging the clients in active participation. This is perhaps the real opportunity and threat to teachers and schools. If we listen to our clients, we will deliver a better service, but we might not like what we hear, and be reluctant to act.

If student involvement is a fundamental principle of the initiative, it then follows that the clients ought to participate in the design process. In case study one there are formal structures for involving both the primary and secondary clients through a pupils' committee and a consultative committee. The first year children in case study 3 were involved in deciding which criteria were important. In the FE pilot project, positive student response helped sustain the initiative and this was echoed by another teacher in a city centre sixth form college. On the ADU course itself, the pilot projects undertaken by the trainers were almost always received well by the children and this encouraged the teachers to continue.

On the other hand, teachers have experienced some negative client reactions. Those teachers who began with 4th years often found more

apathy and suspicion than those who started with less self conscious first years. Post graduate students in another FE college were most suspicious of the trainers attempts to introduce a review, believing they were being used as 'guinea pigs' for their tutors research; that is for her private benefit not theirs. The lecturers in community education were very uncertain as to how profiling would be received by their clients.

Four trainers reported on issues to do with involving parents. Case study schools 1 and 5 wanted to inform and consult parents, but industrial action prevented parents' evenings being held. The NPRA school is working on producing a video for parents informing them about Records of Achievement, which could go home with pupils on loan. This was suggested by a group of parents themselves. The trainer in case study 3 consulted parents by letter on the new reporting format and received a positive endorsement. The sixth form colleges and FE colleges are becoming aware of themselves as 'end-users' and there has been a working party set up by the NPRA pilot school to consult with representatives of these organisations as to the format and timing of the availability of the summative statement. At the end of the day however, the 1984 document states that the summative document is 'owned' by the young person. They may use or discard it as they wish. Thus the most important selling job would seem to be with them. They in turn can sell it to other agencies with whom they come into contact.

There is much scope for the participation of members of the community in the formative processes as well as the summative. While the processes of recording of achievement should involve the young person as a contributor, evidence could also be gathered about the student, from other adults. These people might be work experience employers, youth leaders, parents, neighbours or anyone who might be able to validate some evidence of achievement for the young person. This approach seems to be within the thinking of the Government. As Bob Dunn, Junior Education minister stated;

"Records of Achievement will not succeed without consensus. This

is one of the reasons we are funding pilot schemes: to establish the widest possible agreement among Local Education Authorities, schools, parents, employers and all those concerned on crucial issues such as purposes and emphases, content and format." (November 1986 launch of the London Enterprise Agency Educational Trust)

The theme of client involvement only emerges in the reports of more advanced implementation, but this suggests an issue which all will eventually encounter.

The commentary explored three themes; the role of the change agent in organisational development, aspects of change overload with particular reference to GCSE and finally the role of the primary and secondary clients.

CHAPTER 10

IMPLEMENTING RECORDS OF ACHIEVEMENT; A STUDY IN CHANGE

This section considers the theme of participation in change as it was used in three levels of the ADU programme. This study is considered in relation to the work of Mumford (1983) and (1987), where new work designs were generated participatively for reasons of ethics and efficiency. Connections are also made with the principles of socio-technical design systems. The chapter closes with a section about the generative nature of the Records of Achievement programme and its parallels in ecology and genetic mutation.

This study has traced the beginnings of a process of implementing Records of Achievement into high schools and colleges within Manchester Local Education Authority. Within a context of growing interest in assessment and accreditation, the LEA set up a special temporary task unit within its structure with a specialised development brief to be carried across the whole service. A major component of the ADU's work was Records of Achievement whose basic principles were given legitimacy with the publication of the Government Policy Statement in July 1984. The approach chosen was a generative 'training trainers' model which seemed to be both efficient in use of resources and appropriate to the content of the task. Related developments in the secondary and Further Education contexts helped determine the initial sector focus of the ADU's work. Five separate training courses ran during 1986 and there is substantial evidence that implementation had begun in the client organisations by the summer of 1987, when this study cuts off. Factors which helped and hindered implementation were examined and some conjectures inferred about the nature of change processes. The development is still continuing and will do for about 5-10 years yet to come.

The rationale for a participative approach has been outlined above in

chapter 2. The task designs had to be created in forms appropriate to the needs and circumstances of work teams within the client organisations. It was preferable that the teachers designed these for themselves as they had to make the systems work in a specific context. Formulated in that context, such designs would be more comprehensible and credible while carrying the commitment of its creators into the practical setting. It was argued that this desired process would be less likely to occur if it were given to the teachers and lecturers as a ready made package. As has been seen above, to an extent the content of the ADU training course was carried experientially in its process, through conscious modelling of elements of the task. Thus participative approaches were used by the ADU tutors in training to encourage participative implementation strategies with school/college staffs in order to deliver participation with students in the classroom. These three levels will be considered when discussing other research findings:

- 1) the active roles of teachers and lecturers in the ADU training programme
- 2) the team approaches to pilot projects in schools and colleges and
- 3) the involvement of the students and other members of the community in the design of assessment and learning systems.

1. The Active Roles of Teachers and Lecturers on the ADU Programme

Much of the course content was delivered through active and experiential tasks which involved the whole group. In the past, teachers' in-service training has tended to use a didactic, lecture style. Whereas this mode was used by the ADU tutors at times to transmit information, the course participants mostly worked on activities or were engaged in discussion. In the second phase of the programme, the teachers were invited to shape the content of the programme with their own concerns, interests and perceived learning needs, as well as contribute to sessions sharing their project work or previous developmental experience. Thus the actual content covered was slightly different for each group. There was,

built into the design, scope to accommodate individual learning about task and personal development to tackle the process of change

2. Implementation of Pilot Projects within Schools and Colleges

As has been seen from this study, trainers used different approaches to engage the participation of colleagues; one way was to introduce the idea and ask for interested volunteers to join a project team or working party; a second was to work with their own role group or role groups (eg year teams, departments, faculties) who showed interest; a third was to work with task and role related groups, trying to win their commitment in the process eg working with all heads of department, heads of faculty or tutors within a year team. Degrees of participation varied because of the lack of time and pressures created by other changes.

3. Involvement of Students and Members of the Community in the Design Process

Students seem to have been involved in the design process in one of three ways. Teachers introduced a new system, explained to them what was happening and monitored their response, modifying the design if it was unfavourable. Alternatively, young people have been consulted after the event; that is a system was introduced and they were asked what they thought of it. A third option was when they were actively involved in the part of the design process, deciding on their own criteria for assessment.

Ultimately, if the students don't like the system that is evolved, then they are unlikely to participate and the scheme will not work effectively. In one Manchester school, the teachers put a considerable amount of time and energy into creating for pupils a Record of Achievement based on unit credit certificates. At the end of the year, these were greeted with little enthusiasm and disappointingly few actually bothered to collect them. The teachers decided this was probably because pupil involvement in the process was low and therefore they did not 'own' or value the product. A Record of Achievement compiled without the student's active participation is likely to be a caricature. Thus student involvement in the compilation

process is a *sine qua non*. It does not necessarily follow that student involvement in the design process has the same status. Defining developmental criteria in the area of personal and social education may be easier and more accessible to students than some academic subjects, which are currently causing examination boards and teachers some considerable headaches. However, within the Alternative curriculum, teachers have found it possible to discuss and negotiate with pupils as to what criteria they would like to be assessed on when they finish a particular piece of work, and there is no reason why this should not be transferred to other learning groups, even allowing for the constraints of Examination Board requirements. This process was simulated on the original ADU training programme during the 'Clapping Game' (see chapter 2 appendix 11). It would seem beneficial also, to negotiate with young people the mode and timing of their assessment and what sort of feedback and recording system they would like. There are probably numerous opportunities for the involvement of students in systems design which have yet to be taken. Not only will this be likely to produce a system more suited to the clients needs than a totally teacher devised one, but there are real learning benefits to be gained by the student through their involvement.

Similarly, parents, employers and other 'end-users' where they have been involved in the design have either been informed and/or consulted. Several trainers expressed frustration that they could not get more access to parents because of the lack of parents evenings during the industrial action. Another problem for many of Manchester's schools is the poor levels of attendance at these occasions. The will seems to be there to consult parents but the union restrictions on 'goodwill' activities out of school hours and lack of parental interest have frustrated efforts to date. Neither is it easy to gain one clear 'employer' view. Consultations often focus on large employers with sophisticated recruitment systems. Finding a consensual view, involving the variety of small employers with whom

young people might come into contact will be much more difficult.

The DES is currently gathering data from its funded pilot schemes and will soon publish new guidelines on Records of Achievement. Although the fundamental principles are unlikely to change, it is not yet clear how detailed or prescriptive this new document will be. The original DES Policy Document of 1984 stated that the record should be

“prepared within a framework of national policy which leaves scope for local variations. (p2).... The national guidelines should not be allowed to become a straitjacket.... They should leave significant scope for local variations within the common format.” (p8)

It is hoped that this will continue to be the opinion of the Secretaries of State when the guidelines are published.

Enid Mumford at Manchester Business School has carried out research on participation in the design of work systems, particularly in computerisation, (Mumford 1983). She concluded that the participation of workers in the design of a new work system led to both greater job satisfaction and task efficiency. All changes involve some conflicts of interests, she argues and to be resolved, these conflicts need to be recognised, brought out into the open, negotiated and a solution arrived at which largely meets the interests of all parties in the situation. Participative design will take more time to produce than a management-imposed design, but she argues, the implementation will be faster and easier.

The process of participative design is outlined in the ETHICS method (Effective Technical and Human Implementation of Computer-based Systems) (Mumford 1983). One of the aims of ETHICS is ‘to achieve a better balance between technology and people in the design of working systems’. In this study the term technology may be deemed to include procedures and systems rather than just apparatus; thus Records of Achievement may be regarded as the new technology. Systems which are

designed with human needs and social factors taken into account will, she argues, result in jobs which are meaningful and fulfilling, while at the same time

“ achieve a higher level of human efficiency than systems which people feel have been imposed on them, and to which they have little personal commitment.” (p39).

This is similar to the arguments used by the ADU tutors for the ‘grassroots’ design of Records of Achievement, sometimes called ‘bottom up’ as opposed to ‘top down’ developments.

The ETHICS method according to Mumford includes a series of steps;

- “* Diagnosing business and social needs and problems, focussing on both short and long term efficiency and job satisfaction.
- * Setting efficiency and social objectives.
- * Developing a number of alternative design strategies which will fit efficiency and social objectives.
- * Choosing the strategy which best achieves both sets of objectives.
- * Designing this in detail.
- * Implementing the new system.
- * Evaluating it once it is operational.” (p39)

This is rather a neat model for describing the processes experienced by the trainers above, but in broad terms it is very similar. The trainers’ initial sessions with staff to raise their awareness of Records of Achievement often focussed on the shortcomings of the present system. As has been shown, trainers often tried to ‘sell’ the change in terms which were meaningful to particular groups of colleagues to help them ‘own’ and share the problem. When setting objectives, teachers are often concerned to improve assessment and dialogue with pupils but not at the expense of teaching. This need to maintain the system of teaching while changing it seems a bigger problem in the introduction of Records of Achievement, than conflicts of interest. There is evidence, actual or inferential, in the cases studies above that successful implementation involved all the stages described in the ETHICS method, developing alternative designs, choosing

a strategy designing it in detail, implementing it and then evaluating in order to learn.

However, it was not always the case that the school and college practitioners were involved in all these stages and decisions. The most obvious choice some teachers did not have was whether to participate in the project at all. For example in case study 1, the original decision to participate in the NPRA pilot was taken by the LEA and the school's senior management. The fourth year tutors did not volunteer, but were co-opted to the project by virtue of their timetabled role. Certain decisions were taken by the steering group, but on the whole the tutors seem to have been satisfied by the degree to which their opinions were sought and they were able to shape the project. In case study 9, heads of department were asked to begin work on defining criteria and recording systems for pilots in the first and fourth years. Perhaps, though it is in shaping the system or technology itself is where the critical influence lies. Teachers who fear Records of Achievement as a heavy bureaucratic burden which has little to do with young people or teaching have the opportunity to devise a process which works well for the young person without lessening their own job satisfaction. This last concept is defined by Mumford (1983);

"Job satisfaction is defined as the attainment of a good 'fit' between what employees are seeking from their work- their job needs, expectations and aspirations- and what they are required *to do* in their work- the organizational job requirements which mould their experience." (p 40)

This could apply as well to the students as to the teachers themselves. Work satisfaction for both teachers and students implies a mutuality which needs to be negotiated. For example, if students were to undertake to record their own assessments, it would benefit the student in terms of awareness of objectives and progress at the same time relieving the teacher of a repetitive and often tedious task of bureaucracy.

The links between the levels of participation are further illuminated

through the Tavistock work on sociotechnical design principles. In a recent article 'Sociotechnical Systems Design' (in Bjerknes, Ehn, Kyng 1987), Enid Mumford refers to the ethical principle in sociotechnical design, which is to increase the ability of the individual to participate in decision taking, enabling her/ him to exercise some control over the immediate work environment. By working for an optimum relationship between the technology and the social organization, participative design approaches, it is argued, increase productivity and provide opportunities for learning. Teachers might immediately recognise this as very similar to a key purpose of Records of Achievement for young people. The processes of recording achievement enabling students ultimately to influence the content, organisation and structure of their learning.

The principles for good work design as devised by the Tavistock group and described by Albert Chermis (Mumford 1987) are listed below with some conjectures as to connections with this study according to the three levels of participation described above.

"1. The principle of compatibility

This states that the process of design must be compatible with its objectives. If the objective is to create a participative social system then this must be created participatively."

Modelling the processes of Records of Achievement through the training was a key design element of the programme, described in chapter 2 above. The ADU programme encouraged the participation of the teachers, as did the network, which now has steering group leadership from its membership. Involvement of the student is a basic design element of Records of Achievement and, it is hoped they will come to be involved in the creation of the design, as well as in its modification.

"2. The principle of minimal critical specification

This principle has both negative and positive parts. The negative part is that "no more shall be specified than is absolutely essential". This means that a considerable amount of discretion is left to a work group.

The positive part is that "what is essential needs to be identified."

The relationship between the national guidelines and the freedom of schools to devise their own systems has been mentioned above. The basic principles of the 1984 document were shared with participants on the course, as were examples of recording systems and modes of delivery, but there was a strong emphasis on the need for teachers to design their own systems which worked for them. Experimentation was actively encouraged, prescriptive, 'top down' approaches were not. When negotiating with students, experienced teachers make it clear which elements are negotiable and which are not. Thus the boundaries are drawn, according to the task, external constraints and the ability and willingness of the students to accept responsibility.

"3. The sociotechnical criterion

This is that variances must be controlled as close to their point of origin as possible. The fewer the variances that are exported from the place where they arise, the fewer the levels of supervision and control that are required... (A variance is a potential problem area- a weak part of the system where deviation from some desired or expected norm or standard can easily occur.")

At present stages of development, systems are mostly being designed within a focussed section, eg a department or tutor team. It is relatively easy for them to tackle problems in the new systems they have devised as they arise, assuming they have time and opportunity to meet regularly. One can only conjecture as to how decisions will be made when the separately devised designs have to connect up with each other within the organisation. As the new systems for assessment, recording and reporting spread throughout the school/ college and become more interlinked, there is likely to be greater demand for standardisation. Decisions as to the resolution of variances are likely to be taken at a senior management, or more distanced level. This could cause tensions, being at odds with previous processes.

"4. The multi- function principle

This principle is that people should not be given fractionated tasks. It is more adaptive and less wasteful for each individual or group to have a range of tasks."

Given the possible organisational difficulties of fractionated system design outline above, there may well be a critical stage when teachers need to be given that design task of pulling the fragmented developments together into a unified system.

"5. The principle of boundary location

This principle is that boundary location must be chosen with care and that boundaries require management."

One of the ADU course processes was the conscious shift in the programme of tutor and participant roles. Within the span of the 6-7 weeks of the course, the ADU tutors sought to share their leadership role and responsibility with the teachers in each group. Another boundary process was that of managing the growth of new institutional roles for the participants, which they were encouraged to act out in the second part of the programme with their fieldwork. The first training group, recruited from the Further and Community education colleges experienced the most difficulty with boundary issues. That was a consequence of the recruitment stage, but rigidity of boundaries is probably a feature of segmented organisations. The training group boundaries were a hindrance in the building of the network, when issue based or geographical groupings might have been more appropriate in terms of task.

Records of Achievement did and will raise many boundary issues within organisations. The trainers had to negotiate their way into subject groups in order to influence the way in which those teachers assessed their students and recorded their progress. Sometimes this was done by seeking an invitation, ie asking for volunteers or interest. If the trainer carried a degree of role or task related authority, usually if they were deputy heads, then they could require entry to the subject or year boundaries. Further

issues will arise when, at a later stage of development, staff try to find agreement on the meaning and recording procedures for cross- curricular skills. (see portfolio model page 13)

The process of recording achievement have already raised boundary issues in relationships with students and will continue to do so as this is part of the design. Not all teachers are comfortable at the idea of sharing assessment, recording or objective and target setting processes with young people. It is possible that teachers may be uneasy at the erosion of some of their traditional control mechanisms. They may even fear evaluation and feedback on their own performance. In case study one, tutors were concerned about the status of information shared with them in one to one review sessions with pupils, in terms of confidentiality. Issues of professionalism have also arisen when pupils have taken the opportunity to criticize another colleague. While these problems are not new, they are likely to encountered more often by more teachers when opportunities for dialogue are opened up. Records of Achievement aim to shift the boundaries of responsibility between student and teacher. This is likely to feel uncomfortable for both in the early stages and will need management. The process will need to be gradual and developmental, the boundaries shifting slowly as the student grows to handle the responsibility and the teacher grows to trust the student to do so. Training for teachers and the development of related skills for students within the curriculum will be important as will careful monitoring, evaluation and support.

"6. The principle of information flow

Information systems should be designed so that information goes directly to the place where the required action is taken. This will normally be the work group."

One design purpose of the network was for the ADU to have an informed 'mole' within each organisation, to whom they could send updated information and details of courses. It was felt this information would be used and distributed more effectively and appropriately than if it

were only to be sent to the headteacher. It was hoped that information about classroom practice and organisational implementation would flow in return directions to the ADU and throughout the network. As has been seen, the colleges of Further Education had particular difficulties with information flow.

At a classroom level, it is hoped that teachers will share with students key information about objectives and criteria for assessment so that they can carry out their tasks more effectively.

"7. The principle of support congruence

Systems of social support should reinforce required behaviour."

In the original programme, the trainers were encouraged to support each other through the anxieties and problems connected with fieldwork and implementation. It was hoped this would continue through the network and informally. There is some evidence that this occurred. The ADU tutors shifted their own role and that of the EDS trained colleagues into that of consultants to 'chalk face' experts, which they hoped would continue after the course. This level of built in support was in recognition of the difficulty and size of the task which the trainers were being asked to undertake, and a recognition that the probable timescale for implementation was likely to be longer than the life of at least one supporting agency, the ADU.

In terms of classroom practice, teachers need to be supportive of student's self assessment and the recognition of achievement in their own terms. Talking positively about themselves to teachers will sadly be a relatively new experience for most young people (Willis 1977) and the process needs to be handled gently and with sensitivity.

"8. The principle of design and human values

The objective of organizational design should be to provide a high quality of working life for the members. The original sociotechnical job design principles were:

- the need for a job to be demanding and varied
- the need to be able to learn on the job
- the need for an area of decision making
- the need for a degree of social support and recognition
- the need to relate work to social life
- the need to feel the job leads to a desirable future"

As has been seen above levels of job satisfaction in teaching were low during the period of study. Falling rolls meant a decrease in promotion prospects and at the core of the industrial dispute was a feeling by teachers that they were underpaid in relation to other professional and technical workers. In addition, decisions about their tasks and working conditions were increasingly being made at some distance from themselves. The locus of control seemed to be shifting away both from school and local authorities as an increasing number of directives came from central government.

This principle seems to have considerable relevance to the school and college life for young people as they experience it. Records of Achievement in their formative and summative forms should help them to meet the needs described above.

"9. The principles of incompleteness"

This principle states that design is an interactive and continuous process."

Teachers are already learning that the only way to a workable design is through continual experimentation and review. It will be some years before the current changes in assessment and accreditation are assimilated into the system. Meanwhile, as schools and colleges develop their curricula and organisation, it follows that their procedures for assessment, recording and review will also need to adapt.

For the students, it is hoped that they will continue to be able to experience the process of recording achievement as they progress into further and higher education, although there will, as yet be no legal requirement for this.

The article acknowledges that designing sociotechnical systems is not easy and requires time, training, information, management and skill. The ADU tried to provide these elements within their training programme. In their organisations, the trainers reported the lack of the first was a major hurdle. Although there are convincing ethical and practical arguments outlined above for the participation of teachers in the design of systems to record achievement, the greatest barrier is that of time. (see chapter 6 above) It is not easy to free teachers during the school day without disrupting the learning of young people. Meetings could not take place out of school time for the duration of the industrial action. Now when certain meetings are obligatory after school in directed time, design groups for Records of Achievement still have to compete with routine matters and other developments for room on the agenda. Besides, the end of the school day is not 'quality' time. Tired teachers do not make effective design groups. The current systems have to be maintained while new ones are developing. and the constraints of external examinations and timetables leave little room for manoeuvre. Thus, participative approaches to the implementation of Records of Achievement are likely to be restricted not on grounds of philosophy or perceived competence but on those of institutional constraints and lack of resources.

This section has considered the levels of participation within this model for introducing Records of Achievement. Participation is present in the process of implementation as well as the task content. This congruence has practical, efficiency and ethical justifications. There is evidence from work in non-educational settings that involving the workers in the introduction of new technology may take longer than a 'top down' approach but leads to a better quality of system, efficiency and job satisfaction.

There are also similarities between the processes described and sociotechnical systems design principles, which were tacitly used by the author in her formulation of her 'training trainers' model. The application of these principles was easier in the training stage than at the level of

organisational development, where there were more uncontrollable factors. The first four principles of compatibility, minimal critical specification, sociotechnical criterion and multi-function seem to be apparent in the organisations and accepted in the task design stage. The final principle of incompleteness is also embedded in the change. Problems connected with boundary location, information flow, support congruence and design for human values are both actual and incipient. These issues are also likely to be critical if the aims of Records of Achievement are to be attained.

Change processes as ecology and genetic mutation

The socio-technical principle of incompleteness is implicit to the generative nature of the design. Several different metaphors have been used at various points in this study to illustrate points about change, mostly drawn from the world of nature. Returning to the living world for illuminative analogies, this last section will discuss the programme in terms of biochemistry and the environment.

In chapter 2 above, it was explained that the 'Training Trainers' model has been described as a 'cascade' and a 'coffee percolator'. Neither metaphors, it was felt, captured the generative nature of this programme where interaction took place in many and unpredictable directions and new forms of life were constantly emerging. As has been shown, the form of Records of Achievement as implemented were strongly influenced by the organisational context, even though they were 'seeded' and 'fed' from outside. Each school and college was a unique environment with several distinct ecological states. In the natural world, an ecology is finely balanced and small changes can have far-reaching, unforeseen and uncontrollable effects along the chains of consequence. The ecologies of the educational environments as has been seen, were already disturbed by changes and events during 1986-87. The reporting of the trainers in July 1987 indicated a heavily negative environmental climate. Other

developments or new organisms were already planted or were trying to find space. Some of these were symbiotic or at least benign in relation to Records of Achievement. In others, weeds threatened to take over, or other organisms were sapping most of the strength from the 'soil' of organisational growth.

Organisms, as they grow and reproduce, naturally mutate, producing variations within the species. Some mutations are particularly suited to certain environments and will thrive, others will die because they are ill-suited to that ecology. However, the organism might lie dormant, to flourish later if there is a change in the environment, or if it is able to move to more favourable surroundings. The separate forms of Records of Achievement observed in the changes generated shared common characteristics but have their own unique variations. Far from this being a difficulty, this process of 'hybrid vigour' and evolution, where new forms of life are continually being evolved has served the progress of life on this planet reasonably well to date and seems to be bestowing similar benefits on Records of Achievement.

Evolutionary metaphors can be applied to socio-political systems from a different perspectives. Evolution can be seen as a process of natural random mutations. New forms of life are continually being formed from accidental combinations of genes within the organism. Mutations may occur at any time as a bio-chemical phenomenon, but also in response to environmental factors. A process of natural selection determines which mutations will survive and flourish, which will wither and die. Taken into the realms of Social Darwinism, it is argued that the 'survival of the fittest' applies to our human communities. This is one interpretation of the politics of Thatcherism as seen in the 1980's, where the resources are directed at the strong rather than the weak, who must adapt to the environment or fail to thrive.

In contrast, the ADU sought to generate and create new forms of life, nurturing all growth in its fragile and infant forms in order to produce

mutations locally adapted to their environments. The design recognised the importance of ecological states, building a model where the forms of task design were made to suit a context. Concurrently, the aims of the task of Records of Achievement are to change the ecological state itself. Thus as the mutations develop, they will cause the ecology to become more favourable to its continued growth and further mutation.

This thesis has described a programme for implementing Records of Achievement in schools and colleges which was tacitly based on socio-technical design principles. There is considerable evidence that the design was successful, both in the training and application stages. The problems encountered relate more strongly to resource issues, the climate within the organisations and other competing initiatives, than to the programme design or the task itself. The thesis is also a rich illustration of the events and consequences of the design, but it is not a definitive study. The activity is still being generated and issues arising from this study will need further research to trace ongoing developments and to compare them with other studies in schools. The ADU will continue to monitor and analyse the progress of Records of Achievement, based on the programme designed and implemented by the author.

GLOSSARY OF TERMS

ADU	Assessment Development Unit
ACS	Alternative Curriculum Strategy
CCDU	Counselling and Career Development Unit
CE	Continuing Education
CPVE	Certificate in Pre-Vocational Education
CSE	Certificate of Secondary Education
CEO	Chief Education Officer
DES	Department of Education and Science
EDS	Education Development Service
EEC	European Economic Community
ESL	English as a Second Language
FE	Further Education
GCSE	General Certificate of Secondary Education
GRIST	Grant Related In Service Training
HE	Higher Education
HMI	Her Majesty's Inspector
INSET	In-Service Training
ILEA	Inner London Education Authority
JMB	Joint Matriculation Board
LEA	Local Education Authority
MAP	Manchester Assessment Project
NEA	Northern Examiners Association
NPRA	Northern Partnership for Records of Achievement
OCEA	Oxford Certificate of Educational Achievement
PCAS	Polytechnics Central Admissions System
PGCE	Post Graduate Certificate in Education
PSE	Personal and Social Education

RC	Roman Catholic
SENIOS	Special Educational Needs in Ordinary Schools
TVEI	Technical and Vocational Education Initiative
TRIST	TVEI related in-service training
UCCA	The Universities Central Council on Admissions
YTS	Youth Training Scheme

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