

NOT FOR PUBLICATION

INSTITUTE OF CURRENT WORLD AFFAIRS

IJS - 19 INSPECTING THE INSPECTORATE 4:
LOCAL INSPECTORS

44 Canfield Gardens
London, N.W.6.
England
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Mr. Richard Nolte
Executive Director
Institute of Current World Affairs
535 Fifth Avenue
New York, NY 10017
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Dear Mr. Nolte:

This newsletter is the fourth in a series of newsletters in which I examine the operation of Her Majesty's Inspectors of Schools in England and Wales.

In this section of the continuing essay about the Inspectorate, I look at the "other" inspectors: the local authority inspectors who play a different though just as important role in the life of the British educational system. This brief examination of local authority inspectors provides both context and comparison for a better understanding of the HMIs.

I remind you that the pagination of this newsletter follows the numbering of the continuing essay as a whole.

So let us turn to the "other" inspectors.

Sincerely,



Irving J. Spitzberg, Jr.

INSTITUTE OF CURRENT WORLD AFFAIRS

V. LOCAL AUTHORITIES AND LOCAL INSPECTORS

HMIs are not the only advisers to schools and local authorities. There are also local authority inspectors. It is worth looking at local inspectorates at least briefly, because such an examination will serve two functions: it will provide a sense of context for understanding the current roles of the HMIs; and also, it will provide a sample of inspectors facing similar problems for comparison with HMIs.

The provision of inspectors in local authorities varies from area to area. London has had inspectors since the 19th Century. Some rural authorities even today have no inspectors at all. Most local inspectors are not called inspectors but instead are known as advisers or organizers, although, whatever their name, the local inspectors in fact do more formal inspecting and evaluating of individual schools than do HMIs.

Inspectors in local authorities vary in their responsibilities as well. Some-- such as those I met in Ealing -- spend most of their time advising the chief education officer and members of the education committee of the local council about future plans and also undertaking various administrative assignments. Others-- such as one I met in the rural authority of Berkshire -- spend most of their time trying to monitor class-room experiences and providing some inservice training. These rural inspectors have to be full time administrators, communicators, and advisers combined, and in that order.

Most local authority inspectors spend lots of time providing inservice training for teachers in the authority. When I was in Liverpool I visited a local authority inspector leading an art course for primary school teachers. As part of that course he had the teachers making various projects from waste materials. Also he had them construct a piece of space sculpture filling up the space in a large room with newspaper cones; this piece of sculpture was then designed to become part of a mixed media happening.

As a rule local authority inspectorial inservice training for teachers differs from HMI inservice training courses in only two respects: the students usually come only from the particular local authority; and the subject matter is tailored directly to local needs. Local authority inspectors try to design their courses to fill gaps in the national provision of courses by the HMIs: gaps in terms of audience and of subject matter. There appears to be very little redundancy between the offerings of national and local inspectors. Indeed there still remains a great unmet demand for more inservice training opportunities.

Local authority inspectors, unlike HMIs, play a formal role in the hiring, firing, and promotion of teachers. For example, in the Inner London Education Authority¹; when a post is vacant, the London inspector assesses each teacher applicant and submits the assessment to the governing board of the school. But one must clearly understand that the governing board of each school makes the final decision.

Local inspectors also have sole supervisory responsibility over probationary teachers, who have graduated from an accredited college of education. They share responsibility with HMIs only in regard to probationary teachers, who have graduated from university and who do not have a teaching credential prior to entering teaching.

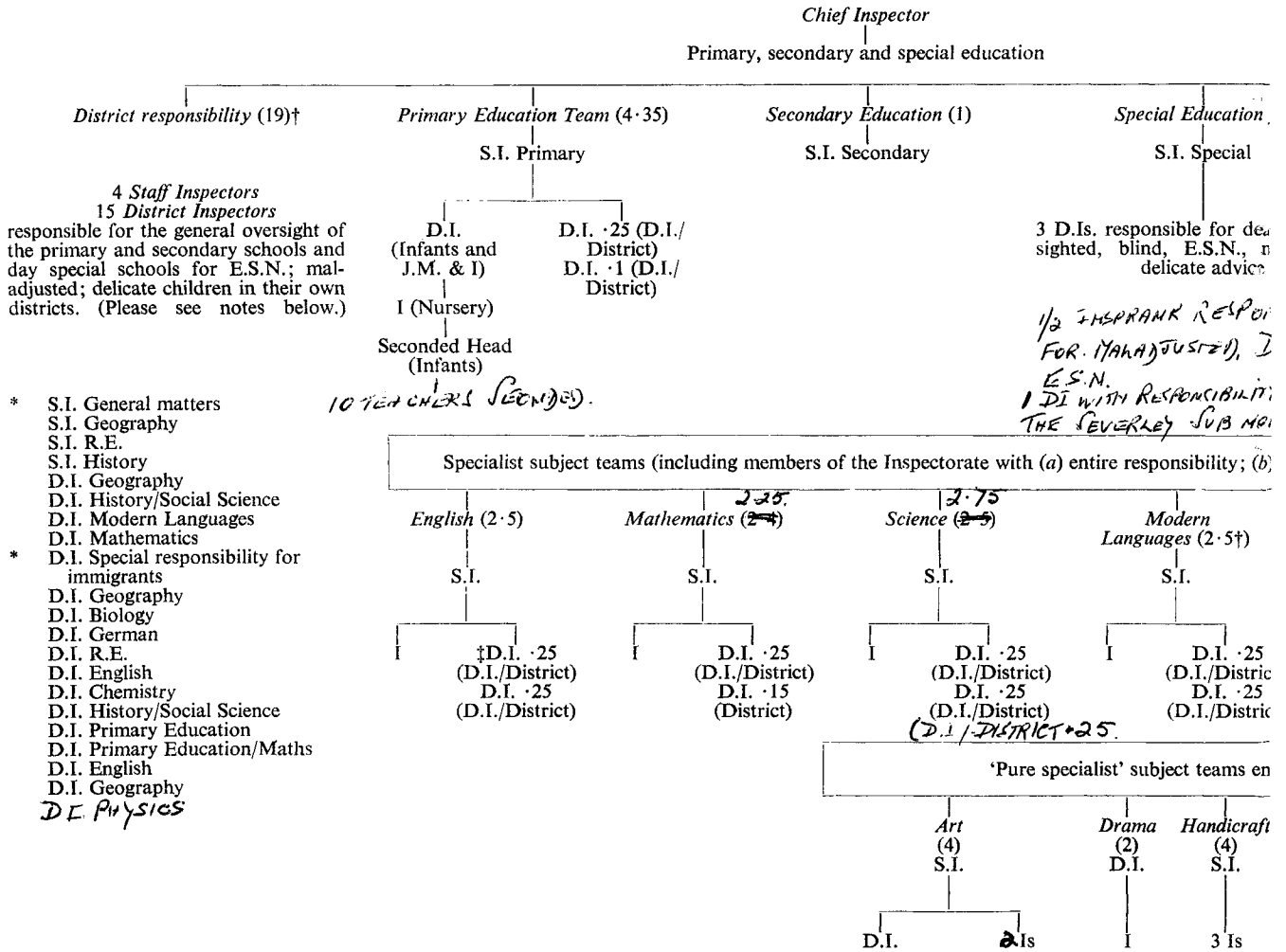
The most extensive local authority inspectorate in Great Britain is that of the Inner London Education Authority. The London Inspectorate is made up of 84 inspectors divided into ten geographical divisions and a number of specialist categories. The present Chief Inspector, Dr. L.W.H. Payling, ranks with the Deputy Chief Education Officer, as the number two man in the ILEA administrative hierarchy. The administrative organization and practice of the ILEA makes it quite clear that the Inspectorate in London plays an important policy making role.

In addition to its advisory role and administrative duties, the London Inspectorate provides the expected large number of inservice training courses. Also, it runs a number of specialist centers and some general purpose teachers' centers. An example of the specialist centers is the Center for Urban Educational Studies, which is run by a Staff Inspector, Mr. Roy Truman. This center provides inservice training courses in the teaching of English to immigrants as well as additional courses dealing with urban educational problems. Mr. Truman and his center are also beginning to act as a forum for both teachers and community groups to pursue their concern with London's educational problems.

The London inspectorate has been vested with most of the important professional assignments in the operation of the ILEA. It is not only an important agency of communication and advice, but it is also the major instrument of educational policy development and implementation in the London system.

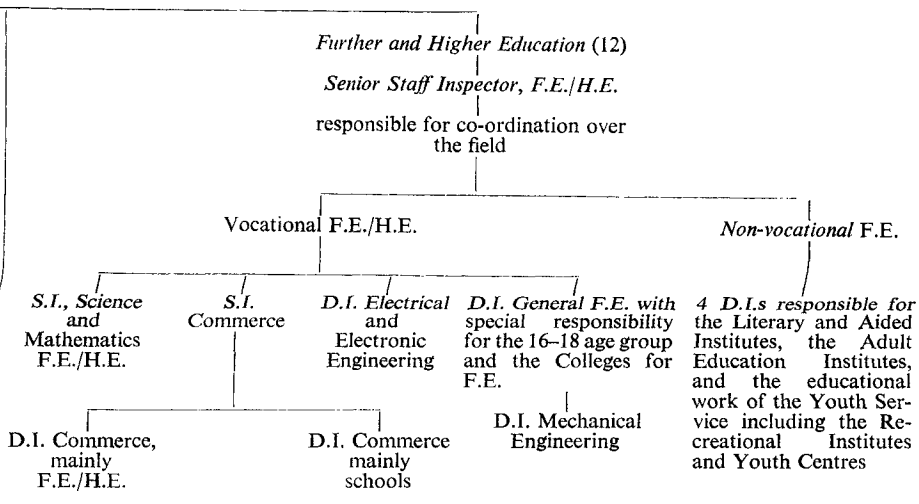
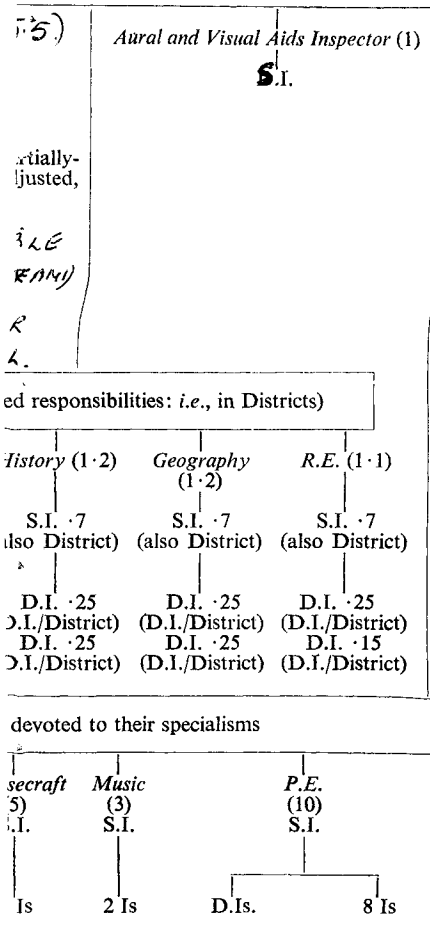
Because of the differences in provision of local inspectorial services, it is difficult to assess their role in Great Britain as a whole. However, the trend is definitely toward the expansion of local

1. often cited as the ILEA



- * S.I. General matters
- S.I. Geography
- S.I. R.E.
- S.I. History
- D.I. Geography
- D.I. History/Social Science
- D.I. Modern Languages
- D.I. Mathematics
- * D.I. Special responsibility for immigrants
- D.I. Geography
- D.I. Biology
- D.I. German
- D.I. R.E.
- D.I. English
- D.I. Chemistry
- D.I. History/Social Science
- D.I. Primary Education
- D.I. Primary Education/Maths
- D.I. English
- D.I. Geography
- D.I. PHYSICS**

- *All the above except these have responsibility in specialist subject teams.
- †Figures given in brackets denote full-time equivalents except in case of District responsibility.
- ‡In all the specialist subject teams, where the amount of time is expressed as a decimal proportion, please see notes 1, 2 and 5.
- (1) ¹⁶ ~~15~~ District Inspectors in Divisions each notionally devote 75% of time to general district work in regard to about 65-70 schools with a special responsibility for immigrants*.
- (2) The four Staff Inspectors in Divisions each notionally devote 70% of time to specialism and 30% to general district work in regard to a child attends to 'general matters' as his specialism*.
- (3) The Aural and Visual Aids Inspector advises in all stages of primary, secondary and F.E./H.E. education.
- (4) The members of the Inspectorate with district responsibility work in close touch with the Special Education Inspectorate in matters concerning handicapped children for which they are responsible.
- (5) The specialist subject teams differ slightly in composition: the first group includes 4 S.Is and 4 Is devoting their whole time to specialism with colleagues with district responsibility. The second group of 'pure specialists' devote all their time to the subject specialism. (Please see Note 6)
- (6) †The needs of subjects not covered by the academic specialism of members of the Inspectorate are covered by the services of 'occasional' Insps (Russian, Classics—up to 100 sessions each per year). For certain rare languages use is made of the School of Oriental Languages.
- (7) (a) In addition to the authorised strength of the Inspectorate, there is a Careers Guidance Adviser, responsible to the Chief Inspector and shares Service.
- (b) The P.E. Inspectorate uses the services of a lecturer in outdoor activities (a seconded teacher).
- (c) The F.E./H.E. Inspectorate uses the services of an Equipment Officer.
- (d) The Art Inspectorate uses the services of an Organiser of Art and Design Circulating Scheme.
- (8) The School Psychological Service works in close liaison with the Inspectorate.
The Senior Educational Psychologist ranks as a Staff Inspector and is responsible to the Chief Inspector, under her are:—
(a) 1 Liaison Officer for maladjusted children;
³⁵ (b) ~~25~~ full-time Educational Psychologists; *EQUIVALENT*;
(c) 29 sessions of authorised sessional work.
- (9) The four Special Education Inspectors have general advisory duties in relation to specific educational establishments which are allocated to colleagues. (Please see Note 4.)



Notes on F.E./H.E. Inspectorate

- (1) All members of the team have general advisory duties in relation to specific educational establishments which are allocated to their care. All also have specialist subject responsibilities extending over the whole field in their respective academic specialisms.
- (2) The Further and Higher Education Inspectorate has close ties with the specialist Subject Inspectorate, in particular with the S.I., Art and Design who has general advisory responsibility and specialist responsibility for the Colleges of Art; with the S.I. Housecraft who has special responsibility for Hotel Work and Catering in F.E. and H.E. Colleges with S.I. Modern Languages who has a similar responsibility in his field and also with S.I. Physical Education who has an important role in relation to non-vocational establishments.

population of approximately 25,000. One has a population of approximately 10,000. One of the four has the three categories of day special schools for the additional help of a proportion of the time of the staff working on a sessional basis as required (e.g., between the Inspectorate and the Careers Advisory

care: they also advise their District Inspector

inspectorial services. And with the consolidation of smaller local authorities through the local government reorganization scheduled for 1974, the adequacy of inspectorial provision will probably improve across the board.

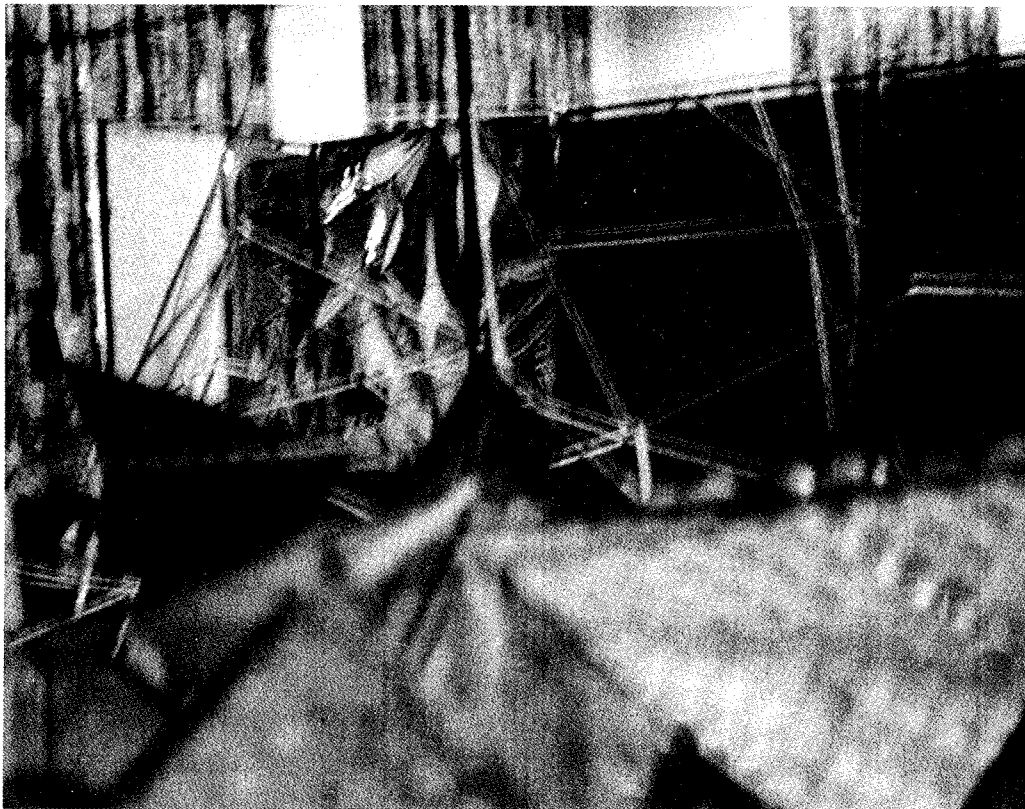
It is impossible to establish a national norm for local inspectorates -- even the reorganized authorities will be unable to provide anything on the scale of the London inspectorate. However, it is useful to note evidence given to the Select Committee on the HMIs by Sir William Alexander, an important representative of local educational authority interests, who suggested that every HMI division should have at least fifteen inspectors in order to provide adequate coverage of specialities and close enough attention to general problems.² The same minimum recommendation should hold true for LEAs as well. Since Sir William did not provide detailed justification for this number, it is difficult to argue with him. But it is my impression that his number is too small given the diversity of assignments placed on the shoulders of local inspectors and the limited number of HMIs to assist. My guess is that an adequate local inspectorate would require at least twenty five members to give minimal coverage in specialist and generalist assignments and especially to deal with the large number of administrative tasks put on the shoulders of local inspectors. But neither can I justify this number here.

We have briefly looked at local inspectorates in order to provide a sense of context for our analysis of the HMIs; therefore, we should explore the relationship between local and HM inspectors. There clearly is an ongoing, informal relationship between HMIs in a district and the local inspectors. Sometimes this informal relationship manifests itself in regular contacts bordering on the formal: for example, Dr. Payling in London meets with the divisional Inspector and senior HMIs each month to discuss common problems. However, at the level of the individual local inspector and the general HMI, the contact is much more sporadic. And this creates problems. For example, both local and HM inspectors are responsible for overseeing the probation of university trained but formally uncertified teachers. Yet there is little formal coordination between the two, although informal coordination does exist. And the level of coordination in regard to supervision of probationers seems to vary dramatically from local authority to local authority. Although I have no systematic data on the subject, my guess is, based on my general conversations around Britain, that coordination between HMIs and local inspectors is much weaker in the counties outside of London. The tenor of the evidence given to the Select Committee supports this view.

One would expect to see in the next decade a great expansion of local inspectorates and also the development of a number of institutionalized bridges between the locals and the HMIs. Such a development would enhance the contribution of both inspectorates.

Closer relationships between HMIs and local inspectors would throw into greater relief the differences between the two inspectorates, which would serve the second purpose of this brief account of local inspectorates -- to provide some comparisons. The most important difference is that local inspectors play a central administrative role in the professional life of local authorities. They are sanction-enforcing characters through their role in hiring and firing and also through formal inspecting. Therefore, they are in a position to implement their judgments concerning educational policy problems. But at a price. And that price seems to be one of apprehension on the part of teachers not unlike that displayed toward the 19th Century HMI. But because of the local inspectorate's role in resource allocation, the local inspector is seen by the teachers in the schools as someone who can get things done: this point is often made by teachers in contrasting their inspectors with HMIs'.

These differences between the two sorts of Inspectorates contribute to the strength of both. And if the prediction about the expansion of local inspectorates is correct, then one would expect to see the HMIs' role change as much in the future as it has evolved in the past, both in response to changes in the local inspectorates. How the HMI might change -- what are its alternative futures -- must be our next concern.



THE PIECE OF SPACE SCULPTURE CREATED DURING THE TRAINING COURSE OFFERED BY A LOCAL INSPECTOR IN LIVERPOOL. THIS PIECE OF SCULPTURE LATER TURNED INTO A SOUND AND LIGHT AND DANCE HAPPENING.