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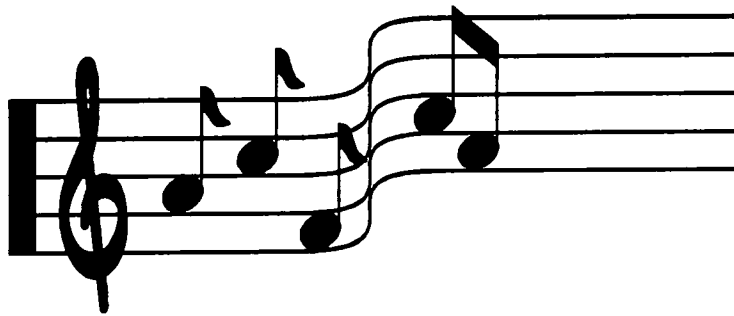
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The Role of the Music Co-ordinator in the Primary School
& How can the Role be made more effective?



Volume 1

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MA (Research)

A thesis submitted in Candidature
for the degree of Master of Arts

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The Role of the Music Co-ordinator in the Primary School
and How can the Role be made more effective?

ABSTRACT

This research aims to ascertain Teachers' perceptions relating to the role of the curriculum co-ordinator within the primary school and, more specifically, the teaching of music. The teachers involved in this research were from four primary schools in the Middlesbrough area. A wide variety of literature on curriculum co-ordination and music teaching was studied to provide background information for the research, highlight research questions and to assist in the design of the research instruments.

The research involved the collection of both quantitative and qualitative data. The data were obtained through questionnaires and semi-structured interviews. The majority of teachers in the sample viewed curriculum co-ordination positively. However, when questioned about their confidence to deliver the full National Curriculum, music was the one area where a large proportion of teachers lacked confidence. Furthermore, a number of the sample teachers, despite advocating the curriculum co-ordinator role, indicated that music was the one curriculum area where subject specialist teaching would be possible.

The study concludes that if the potential of each pupil is to be reached and maintained successfully, then there must be some degree of subject specialist teaching within the primary school.

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Chapters

	<u>Page No</u>
TITLE PAGE	1
COPYRIGHT	2
CONTENTS	3-5
 Chapter 1 : INTRODUCTION	 6-18
 Chapter 2 : LITERATURE REVIEW.....	 19-54
(i) Historical Perspective on the Role of the Co-ordinator.....	20-27
(ii) Historical Perspective on the Teaching of Music	27-40
(iii) The Role of the Curriculum Co-ordinator post National Curriculum	41-54
 Chapter 3 : LITERATURE REVIEW.....	 55-85
(i) The Role of the Music Co-ordinator post National Curriculum	56-64
(ii) Problems encountered by Curriculum Co-ordinators.....	64-76
(iii) Increasing Co-ordinator Effectiveness.....	76-85
 Chapter 4 : METHODOLOGY.....	 86-107
 Chapter 5 : DATA ANALYSIS : 1 Class Teachers & Co-ordinators.....	 108-133
 Chapter 6 : DATA ANALYSIS : 2 Head Teachers & Music Co-ordinators...	 134-154
 Chapter 7 : DISCUSSION & CONCLUSION	 155-167

Appendices

	<u>Page No</u>
Appendix 1 : Teachers' Questionnaire.....	168-175
Appendix 2 : Head Teachers' Questionnaire.....	176-179
Appendix 3 : Semi Structured Interview Schedule for the Music Co-ordinator	180-182
Appendix 4 : Graphs of Tables 5.1, 5.2 & 5.3.....	183-185
Appendix 5 : Equations for t-test of Equal & Unequal Variance.....	186-187
Appendix 6 : Confidence vs Clarity (Charts).....	188-191
Appendix 7 : A Head Teachers' Role expectations for the Curriculum Co-ordinator.....	192-197
REFERENCES	198-206
BIBLIOGRAPHY	207-217

Tables

Table 5.1 :	Sample Characteristics.....	110
Table 5.2 :	Sample Characteristics.....	110
Table 5.3 :	Sample Characteristics.....	111
Table 5.4 :	Rank order of Mean Scores of Teachers' perceptions of the need for Curriculum Co-ordination and Subject Specialist Teaching.....	112
Table 5.5 :	T-Test to compare mean ratings (Time Teaching).....	115
Table 5.6 :	T-Test to compare mean ratings (Key Stage Taught).....	115
Table 5.7 :	T-Test to compare mean ratings (Position in School).....	116
Table 5.8a :	T-Test to compare Teachers' confidence to deliver the National Curriculum versus Time Spent Teaching.....	120
Table 5.8b :	T-Test to compare Teachers' perceptions of the clarity of the National Curriculum texts versus Time Spent Teaching.....	120
Table 5.9a :	T-Test to compare Teachers' confidence to deliver the National Curriculum versus Key Stage Taught.....	121
Table 5.9b :	T-Test to compare Teachers' perceptions of the clarity of the National Curriculum texts versus Key Stage.....	121
Table 5.10a :	T-Test to compare Teachers' confidence to deliver the National Curriculum versus Position held in School.....	121
Table 5.10b :	T-Test to compare Teachers' perceptions of the clarity of the National Curriculum texts versus Position held in School.....	122
Table 5.11 :	Perceived Level of Competence required by Class Teachers...	123
Table 5.12 :	Curriculum Co-ordinators who received Generic Training for their Role within the Primary School.....	127
Table 6.1 :	Allocation of Incentive Allowances.....	136
Table 6.2 :	Curriculum Areas allocated Incentive Allowances.....	137
Table 6.3 :	Co-ordinator Responsibilities.....	138

Chapter 1

INTRODUCTION

Music has been an intrinsic part of the cultural development of man. Taylor (1979) traced music within education back to the Ancient Greeks who, she said, regarded music as a vital component in the preparation for:

"a life of unlimited leisure" (p.3)

This view was supported by CACE (1963) as highlighted by Plummeridge (1981) in that :

"education should be geared to the 'life of work and leisure': the obvious implication is that music, as one of the 'practical subjects', will have a role in many pupils' future lives as a leisure activity" (p.18)

Mellor (1992), cited Struthers (1994) who stated :

"Music education has a special and vital part to play in our society, and the rich amateur musical life our country enjoys is founded upon early encouragement and opportunity for young people" (p.13)

Taylor (1979) continued that by the time of Cicero (106-43 BC) music had a place as one of the seven subjects that were viewed as branches of knowledge. Music was considered as one of the

"quadrivium - geometry, arithmetic, astronomy & music" (p.3)

Plummeridge (1981) made reference to the value placed on music by the Greeks in that it :

"develops certain desirable qualities of mind and aids the attainment of certain moral virtues" (p.20)

Struthers (1994) found that the earliest mention of music education in Britain was in monastic records, dating back as far as 600 A.D. The York Minster School, Scholae Cantorum, was established around 627 A.D. and provided a basic teaching of music.

People's perception of the value of music in education gradually declined in importance during the centuries preceding the 1800's. It was a cause of great contention when Forster's Education Act (1870) was published since music was not mentioned as a school subject. It caused so much controversy that the following year, singing was made almost compulsory in Board Schools. There then came an increased emphasis on the need for pupils to enjoy and appreciate music. In 1905, the Board of Education published a list of recommended songs for schools, from which followed the introduction of both competitive and non-competitive Music Festivals. This had the effect of improving standards of singing within British schools. In 1924, school radio broadcasts were introduced to assist teachers in delivering music to their classes. By the 1930s, Dolmetsch was mass producing the descant recorder and it was becoming popular in

classrooms across the country. However, there still needed to be some degree of continuity and progression within music education.

The Plowden Report (CACE, 1967) suggested that :

"the climate is more favourable to music education than ever before" (para 689)

The Report concluded its statement regarding music with;

"Primary schools have an excellent starting point in children's enjoyment of music and rhythm, but much work remains to be done" (para 696)

The question arises as to whether anything positive has actually been done. The Report also suggested that the Burnham Scale provided for graded posts for specific responsibility; the post holder was to act as a consultant in an advisory capacity, so enabling those with certain expertise to work in conjunction with other staff members (para 936).

This, however, did not happen in reality. The Survey "Primary Education in England" (DES, 1978) found that 25% of postholders in the primary school had an influence extending beyond their own classroom; therefore the majority of postholders, the remaining 75%, had little influence on other teachers within their school, which the Report described as disappointing (Chapter 4, para 5).

The role of the postholder, or curriculum co-ordinator, grew in importance during the 1980's with the publication of a variety of reports, including "Education 5-9" (DES, 1982), "Mathematics Counts" (DES, 1982), "9-13 Middle Schools" (DES, 1983) and culminating with the implementation of the "Education Reform Act" (DES, 1988) and will be discussed later in this study. With the advent of the National Curriculum, the role of the curriculum co-ordinator has developed into a key position of responsibility within the primary school and

"significant changes have been necessary to all aspects of teaching" (Struthers, 1994, p.18)

The National Curriculum requires teachers to deliver ten specified subject areas : English, Mathematics, Science, Design & Technology, Information Technology, History, Geography Art, Music, Physical Education and Religious Education. As Struthers (1994) further suggested :

"to have an expert knowledge of all subjects found in the National Curriculum is impractical" (p.20)

Schools do, however, need to ensure that they can deliver the requirements of the National Curriculum. Alexander et al (DES, 1992) suggested that :

"the idea of the curriculum co-ordinator was developed to try to ensure that a school could make maximum use of the collective subject strength of its staff" (para 78)

The follow up report (OFSTED, 1993) stated that :

"most schools had curriculum co-ordinators with clearly defined roles" (para 17)

Music is notoriously an area that fills some teachers with trepidation. This study looks, in particular, at the Role of the music co-ordinator in the primary school. Davies (1988) suggested that a broadening of the music curriculum may undermine the confidence of the generalist class teachers who used to sing a variety of songs but would then find themselves stretched beyond their limits (p.137). Davies (1994) then developed this suggestion saying :

"teachers who were beginning to feel confident in organising explorations in sound may have had their apprehension rekindled by the apparent over emphasis in the National Curriculum for music on understanding and knowledge". (p.119)

The introduction of the National Curriculum has, obviously, led to a rather prescriptive curriculum causing concern amongst class teachers who questioned their ability to cope with all the specified requirements (Lawson 1994). This, in turn, has opened up the debate as to whether there is a place for subject specialists at primary level, particularly for the delivery of the National Curriculum or whether all teachers should be generalists.

Lawson (et al, 1994) found that :

“there was a move towards the appointment of music co-ordinators who advise and train colleagues but do not teach music to all classes” (p.12 & 13)

Lawson discovered that, in their sample schools, there were problems of time constraints and lack of funding for the role of the music co-ordinator to be fully effective. There is much controversy surrounding the specialist versus generalist class teacher debate and it will be discussed in more detail later in the literature review.

The question is raised as to how much experience and expertise the generalist class teacher has in music? Obviously the amount of expertise varies greatly from person to person, depending on how long they have been in the profession and where their personal interests lie. Taylor (1981) highlighted that the Standing Conference of Music Committees (1954) suggested :

“General Primary teachers now have less exposure to music in their training than used to be the case when two year training college courses were the norm” (p.28)

Has the situation regarding teacher training changed significantly since 1954? As recently as 1990, the students completing a four year B.Ed (Hons) Degree had had the option of following an eight week input on

music and are then expected to deliver the requirements of the music National Curriculum (Bretton Hall, Leeds University).

Is this training sufficient? Davies (1988) added to the debate, stating that :

“At primary level the needs of children can hardly be met in many schools lacking appropriate teacher expertise, and time allocated to music in many initial training courses is insufficient to remedy this situation” (p.139)

This problem has been made more acute since the DFE’s introduction of new criteria (Circular 14/93) for Initial Teacher Training, which require the core subjects to be allocated 150 hours each, with no specified time for the foundation subjects, of which one is music. In many courses these receive only 18 hours each. Is this training sufficient?

According to Mills (1989) primary school teachers have the ability to teach music, but have a very low musical self-esteem. Mills also found :

“music to be the subject which most worried a group of generalist student teachers” (p.131)

How then, can teachers who have, in their own opinion at least, no musical expertise, be expected to teach, for example a Y6 class about pitch names (C, D, E), duration of notes (crochets, quavers, minims), texture (chords, rhythm, accompaniment) and structure (rounds, phrases, ostinati)?

The Revised National Curriculum, End of Key Stage 2 Descriptions for Music (DFE, 1995) states :

"that pupils should characteristically demonstrate being taught :

Attainment Target 1 : Performing & Composing

To perform accurately and confidently, making expressive use of the musical elements and showing awareness of phrase. They sing songs and rounds having two parts, and maintain independent instrumental lines and awareness of other performers. They select and combine appropriate resources, use musical elements and achieve a planned effect. They use symbols when performing and communicating musical ideas.

Attainment Target 2 : Listening & Appraising

Pupils respond to music, identifying changes in character and mood, and recognise how musical elements and resources are used to communicate moods and ideas. They evaluate their own work, identifying ways in which it can be improved. They begin to recognise how music is affected by time and place, including, where appropriate, the intentions of the composer(s), and performer(s). They listen with attention to detail and describe and compare music from different traditions, using a musical vocabulary" (P.108-111)

Most teachers have had a great deal of exposure to some kind of music education consisting of seven years at primary school, three years prior to taking GCSE options and eighteen hours at college. Why then do generalist class teachers find it such a daunting subject to teach that they are often left floundering? If the National Curriculum is realistic in its expectations

for all eleven year olds then it ought not to be beyond adults. The problem being faced by teachers is that the National Curriculum is so far removed from the music education received by today's teachers. The question is raised as to whether the music National Curriculum expectations are realistic. These expectations will be discussed in the literature review.

Hennessey (1995) suggested :

"That for many music teachers, the inclusion of composing and increased emphasis on listening are relatively new, even daunting, aspects of the curriculum..... but their experience and skills enable them to recognise and appreciate the musical possibilities, to understand the underlying concepts and to assimilate new ideas more rapidly than teachers who are inexperienced or unconfident in teaching or making music" (p.2)

There is a huge discrepancy between the knowledge and skills teachers require and those they actually possess. Aubrey (1994) stated that :

"to expect teachers to have adequate subject knowledge across all nine subjects of the National Curriculum would be neither fair nor realistic". (p.5)

The concept of a generalist class teacher teaching the requirements of the music National Curriculum effectively may become a more realistic prospect with the specialist advice, guidance and support that can be offered by an effective music co-ordinator.

As the Co-ordinator for Music, Language at Key Stage 2 and Talented and More Able Children, the author is interested in investigating the role of the curriculum co-ordinator in general and, more specifically, the role of the music co-ordinator in the primary school and the training that has been received for the role.

The role of the curriculum co-ordinator is not an innovation devised by the present government to coincide with the implementation of the National Curriculum, and yet the author followed a four year B.Ed (Hons) Degree in music and had no input whatsoever into the role and expectations of the music co-ordinator. If schools are to appoint music co-ordinators then newly qualified music specialists need to be prepared for the role from the outset rather than waiting for an appropriate INSET course.

The study is designed to discover whether a sample of curriculum co-ordinators feel they have had sufficient training to fulfil their roles effectively. Harwood (1992) noted that Hughes (1989) and Kennard & Carter (1989) ascertained :

"Co-ordinators did not receive training or guidance prior to undertaking the role" (p.20)

The study will also investigate :

- how the role of the co-ordinator is perceived by the co-ordinators themselves, class teachers and head teachers;
- whether there is a correlation between the length of time in teaching and the level of confidence in the various subject areas, and in particular, music;
- what help and guidance teachers feel they need to deliver the music National Curriculum in a progressive way, so building on their previous experiences;
- the problems faced by the co-ordinators: whether the problems faced by the music co-ordinator are the same as those encountered by other curriculum co-ordinators or whether music co-ordinators face different problems.
- how to make the role of the curriculum co-ordinator more effective, with particular reference to the music co-ordinator.

The study will start by critically discussing the literature relating to the role of the curriculum co-ordinator from the historical perspective of the inclusion of music in the curriculum and the way in which music has been taught over the decades. The author will discuss the role of the curriculum co-ordinator post National Curriculum and, more specifically, the role of the music co-ordinator, what problems are encountered in fulfilling the

role and what needs to be done to make the role more effective. The study will then justify the choice of methodology, instrument design and sample selection, followed by the analysis of the data collected and presentation of the results.

The study will conclude with a discussion relating to the research results, what evidence has been provided and what conclusions might be drawn.

Chapter 2

Literature Review

Historical Perspective on the Role of the Co-ordinator

Campbell (1988) defined a post of responsibility as :

"a designated position of leadership in an aspect of the work of a primary school, with specified duties ... and is a role that has changed over the years ..."
(p.194)

It is not only the role that has changed but also the name; Curriculum Consultant, Advisory Teacher, Curriculum Postholder, Curriculum Leader, Curriculum Co-ordinator.

Campbell (1985) suggested that during the early to mid 1960's there was no clearly defined role for the post holder in the primary school. Although Allen (1989, p.139) cited Blyth's (1965) study of primary education that seemed to see a role for specialist teachers :

"Some concession is usually made to the totally unmusical among teachers and to the absolute non-starters in physical education; but for the rest, the teachers are simply Teachers" (p.163)

The Plowden Report (CACE 1967) made reference to the deployment of "consultant" teachers, but the exact role was ambiguous. The Report referred to head teachers inviting the help of assistant teachers in preparing schemes, in giving advice to their colleagues and being responsible for resources (para 934). Further on it proceeded to

recommend that the consultant might sometimes take over another teacher's class for a part of a week either to raise standards or to ensure curriculum coverage (para 937). However, the Report also advocated that class teaching should remain the essence of primary education (para 370). Graded posts were also discussed for specific duties relating to year group responsibilities as opposed to curriculum responsibilities (para 936). The underlying trend during the 1960s and 1970s was one of curriculum freedom, and this led to a lack of progression and little planned continuity between classes (Hill, 1989) so the climate for curriculum change was not favourable.

The Bullock Report (DES, 1975) proposed that both subject expertise and curriculum responsibilities were necessary for the development of the primary school curriculum. The authors of the Report believed that every school should have a teacher with responsibility for advising other teachers in the teaching of English in a consultancy capacity and acknowledged that the task would be a demanding one (para 13.22 & 13.23).

The first authoritative statement to fully support some form of curriculum co-ordination was the HMI Survey, "Primary Education in England" (DES, 1978 para 4.1 to 4.6). Hill (1989) summarised their

findings thus :

"There was evidence in the survey that where a teacher with special responsibility was able to exercise it through the planning and supervision of a programme of work, this was effective in raising the standards of work and the levels of expectation of what children were capable of doing" (p.91)

Throughout the report, references to the role of the curriculum co-ordinator appear. HMI claimed a high correlation between higher standards at the primary level and the effective use of the curriculum co-ordinator. But effectiveness must depend on both the strengths of the particular co-ordinators and the staff receptiveness to suggestions and change. Would standards have been as high if co-ordinators faced colleagues resistant to innovative ideas?

Campbell (1988) highlighted the following six points from the survey to be of particular significance :

- 1. Planning programmes of work (4.5 - 4.6)*
- 2. Helping teachers match work to children's capacities (7.36)*
- 3. Developing and maintaining subject expertise to give a lead in curriculum planning (7.37)*
- 4. Raising the status of the co-ordinators (8.45)*
- 5. Developing acceptable means of assessing work throughout the school (8.46, 8.58)*

6. *The role required time to be allocated for performing the range of duties involved, some of which (keeping up-to-date in a subject for example) assumed time outside school hours, while others needed to be carried out while the school was in session (8.47)"*

Alexander (1984) suggested that the results of the 1978 survey offered a list of roles for the "Curriculum Consultant" :

- " drawing up schemes;*
- giving guidance and support to other teachers;*
- assisting in teaching where necessary;*
- having responsibility for resources;*
- assessing the effectiveness of their support by visiting classes to observe work in progress"*

(para 8.46) (p.189)

The survey then goes on to argue that such co-ordinators would need specific training in acquiring :

- " up-to-date knowledge;*
- knowledge of materials and approaches;*
- knowledge of ways children learn;*
- interpersonal skills for leading other teachers;*
- skills in establishing a progression of work with others*
- skills in making the best use of teachers' strengths;*
- ability to make best use of "intuitive and gifted" teachers."*

(para 8.62 - 8.64)

Surely some of these are general teaching skills which all teachers should have.

The above proposals are all very well but have they been implemented? How much training are co-ordinators receiving today? Have things progressed in the way HMI advocated in 1978? These questions will be investigated later. Following the 1978 publication, the idea that teachers should be responsible for some area of the curriculum has gained momentum (Hill, 1989, p.90).

The surveys "Education 5-9" (DES, 1982) and "9-13 Middle Schools" (DES 1983) detailed the role of teachers and consultants. They acknowledged that few teachers could be expected to be an expert in all areas of the curriculum (para 3.19). The survey continued :

"The necessary help, support and advice may be provided by other teachers on the staff who have a special interest, enthusiasm and responsibility for a part of the curriculum and who act as consultants"
(para 3.19)

There would seem to be a shift in emphasis from a teacher being specially trained (1978) to making the best use of individual talents on the school's staff (1982/3).

In a few of the schools surveyed the "consultant" held regular staff discussions, gave help and support to staff, helped plan lessons and to assess children's learning. However, too often, their role was limited to the production of guidelines and the organising of resources (para 3.21). Obviously the importance of the curriculum co-ordinator role was recognised as a valuable resource within the primary school but it was not being utilised effectively.

The Cockcroft Report (1982) was more specific in outlining what the function of the postholder should be. The Report said that increased effectiveness of mathematics teaching was possible if one person is responsible for planning, co-ordination and the overseeing of mathematics throughout the school (para 354). It outlined part of the duties of the mathematics co-ordinator as being to :

- *prepare a scheme of work for the school in consultation with the Head and staff;*
- *provide guidance and support to other members of staff implementing the scheme of work;*
- *organise and be responsible for the necessary resources;*
- *monitor the work in mathematics throughout the school;*
- *assist with the diagnosis of children's learning difficulties*
- *arrange school based INSET for staff as appropriate;*
- *maintain liaison with other schools and with LEA advisory staff"*

(para 355)

These duties would seem to be much less prescriptive than those highlighted by Alexander (1984) from the DES 1978a Survey. Teachers might be more receptive to this form of co-ordination.

Over the past twenty five years, from the late 1960's, the various reports and publications have, to some extent, clarified the role of the curriculum co-ordinator within the primary school, although there has been some conflict in exactly what the role of the co-ordinator should entail, and the role continues to develop.

"Achievement in Primary Schools" (House of Commons, 1986) stated :

"We are of the view that it should be part of the ordinary duties of virtually every primary school teacher to act as a co-ordinator in some aspect of primary school work" (para 9.18)

This would suggest that the onus is on the head teacher to ensure they appoint a staff with balanced interests as far as is possible, rather than having to train staff from scratch in a "new curriculum" area.

As Hill (1989 p.92) pointed out, a severe shortage of time and funding limits the effectiveness of the role of the co-ordinator. It is all very well for teachers to have a "co-ordinator label" but the role is ineffective if there is not the necessary support available. The Select Committee Report viewed curriculum co-ordination as essential in the creation of "whole

school development plans". The authors described the role of co-ordinator further in that they :

"envisage that the colleagues giving help should do so in two main ways : by taking the lead in the formulation of a scheme of work; and by helping teachers individually to translate the scheme into classroom practice, either through discussion or by helping in the teaching of the children. Much the most frequent method would be discussion"
(para 9.25)

The National Curriculum Council (1989) said that the traditional "class teacher" system used in the majority of primary schools had been supplemented in recent years by the curriculum co-ordinator (p.12) and as Harrison et al (1989) postulated, the role of the curriculum co-ordinator, with the advent of the National Curriculum, would be more rather than less necessary (p.6) and as Webb (1994) remarked "the role of the co-ordinator has evolved from one of peripheral importance to a central position with the potential to influence school policy and practice" (p.13).

Historical Perspective on the Teaching of Music

As discussed in the introduction, music education in England was left, largely, to the Churches, who were very influential in delivering a basic teaching of music, until the dissolution of the monasteries, when the

value of music education gradually declined. By the late eighteenth century, music was viewed as an “acceptable” pastime amongst ladies of the aristocracy rather than an important part of education.

In 1840 a group of Government Inspectors toured the country to assess the competence of the teachers and the subjects being taught. Hundreds of schools were inspected and less than a dozen were deemed as providing a musical instruction of any merit. The Secretary for the Council on Education, Dr Kay, travelled into Europe in order to compare their methods of music teaching with those which occurred in England. He concluded that, within England's education system, music had been almost completely neglected. Gradually, an increased emphasis on the need for pupils to both enjoy and appreciate music emerged, but while singing improved considerably, the other elements such as listening and practical exploration of sound were often neglected (Struthers, 1994 p.15). This was attributable to the lack of a methodical approach to music education; teachers were not, and did not, feel sufficiently competent to teach music.

While today there is the music National Curriculum supposedly providing a methodical approach, teachers still do not feel sufficiently competent to teach music.

The McNair Report (1944) pointed to the fact that no curriculum subject had received such varied treatment from school to school as was the case with music (p.154). It goes on to outline the role of music within schools :

"The function of music teaching in school should be to provide for its continuous development as a means of expression throughout life. It should furnish all children with healthy tastes, most children with simple vocal skills and many with instrumental practice; the exceptionally gifted should be afforded suitable facilities and teaching up to any degree of proficiency" (p.154 para 2)

Those children furnished with instrumental practice turned out to be those chosen for instrumental lessons outside the classroom.

The question is raised as to whether these expectations are realistic considering the musical training received by a general primary teacher in 1954 (Taylor 1981, p.28).

The Plowden Report (CACE, 1967) suggested :

"the climate is more favourable to music education than ever before and that primary schools have an excellent starting point in children's enjoyment of music and rhythm, but that much work remains to be done" (para 689 & 696)

The point at issue is which is the most satisfactory method for every school reaching the full musical potential of its pupils. There has been an

on going debate as to whether specialist or generalist music teaching is the most successful arrangement. Hennessey (1995) stated that :

"It seems probable that non-specialists feel least competent to teach music largely as a result of a long-held and generally unchallenged view that music can and should only be taught by formally trained "musicians". As long as music education was seen as being only concerned with learning the skills to perform, there was little possibility that other teachers could or would feel confident to engage with the subject." (p.1)

Ward (1993) referred to :

"the idea of music as an academically elite subject that only the specialist can teach" (p.29)

Music may require specialist "elite" teachers; if so, music is not necessarily for all teachers. It does not however follow that only an elite of pupils should learn it although their receptiveness towards the subject will be varied.

Ward (1993) illustrated this view with the argument put forward by Plummeridge (1991) :

"All music teaching calls for subtle and refined musical judgement it is wrong to assume that because generalists (in primary schools) can teach most curriculum subjects they can automatically teach music if they have guides and support materials. They may be able to cope ... but the foundations of musical understanding must be firmly laid in the early years of schooling" (p.29)

This debate would seem to be, from Plummeridge's point of view at least, between "musically educated" and "musically illiterate" teachers. What exactly are the foundations of music education? Could it be that the expectations of what should be laid in the early years of schooling are too high in the music National Curriculum? Mills (1991) maintained that all teachers can teach music provided their self-esteem and confidence are raised and that, with the help of the 'consultant', they become "musically educated" (p.6). The evidence would seem to point, however, to the fact that teachers are not musically educated. Teachers should perhaps address this issue themselves so that the music co-ordinator could then increase the teacher's competence and so lead to increased co-ordinator effectiveness. Nelson (1993, p.184) attributed the present situation in music education to the fact :

"that the historical pattern of music as a specialism has led to a situation where the majority of primary teachers have been neither encouraged nor motivated to develop confidence or competence in this area of the curriculum"

The DES Survey (1978) showed that :

"Music was the subject most frequently taught by a teacher other than the class teacher, and in eleven year old classes, the subject for which peripatetic teachers were often employed" (para 5.97)

The survey goes on to suggest :

"specialists may have to take full responsibility for the teaching of a class or classes other than their own in an area of the curriculum such as music, where expertise is short" (para 8.42)

This final statement surely went against the ideology of Plowden (CACE 1967) who supported the view that class teaching should remain at the core of primary education (para 370) although Mills (1989) argued that :

"In primary schools music is often seen as the province of specialist, not generalist, teachers. Whereas teachers with special responsibilities for other areas of the curriculum usually act mainly in an advisory and administrative capacity, specialist music teachers often assume total responsibility for the music teaching of several classes" (p.125)

Mills (1991) advocated that children should be taught by their class teacher so that music is viewed in the same way as the other curriculum subjects (p.2), supporting Plowden without reservation.

Ward (1991) referred to a statement made by the DES and Welsh Office (1991) relating to who should teach music in primary schools :

"In primary schools, the music curriculum will in the main be delivered by general class teachers" (p.30)

At either end of the "music teaching spectrum", lie two opposing view points :

1. Schools should have a specialist music teacher/consultant on the staff who teaches music to each class.

2. Music education should be the responsibility of the generalist class teacher to ensure its position within the context of the curriculum as a whole.

This point was raised by Alexander et al (1992) who suggested that schools needed to use a combination of generalist, generalist/consultant, semi-specialist and specialist teachers (p.43). Ward (1993) stated :

"Music could benefit from the judicious use of such combinations and there could be benefits to all pupils from some specialist work ... but what is important is that music is retained as part of the class teacher's generalist overview of the curriculum and that music teaching does not default to exclusively specialist teaching" (p.31)

Glover & Ward (1993) suggested that the learning of music should be on an individual level. This would therefore mean :

- *each child developing skills and understanding and the ability to use these musically in an independent way;*
- *music work being matched to each child's ability and needs;*
- *the teacher monitoring individual progress in music" (p.8 & 9)*

Due to the nature of the music curriculum this would require some degree of specialist teaching to meet the needs of each child.

Glover & Ward (1993) argued that it is the class teacher alone who is able to ensure such learning with the children in their class. They said that

having a specialist member of staff for music devalues its place in the curriculum, implying that only a few are capable of teaching it. This argument is substantiated by Kemp (1984) :

"Music needs to be engaged in within the context of the whole curriculum and initiated by teachers who best know the abilities, backgrounds and enthusiasms of all children" (p.4)

and further reinforced by Mills (1989) :

"One of the main advantages of generalist music teaching is that it helps children regard music as part of their total curriculum, not as something special or different" (p.126)

These are ideological views. If every teacher is furnished with the necessary knowledge and understanding to deliver the music curriculum effectively, coping with the wide range of musical abilities within a class, then music should be taught and viewed as part of the whole curriculum. But can generalist teachers ensure that each child is reaching his/her musical potential? Alexander (1994) questioned the ability of a teacher to identify potential when their own knowledge and understanding of the subject is limited (p.24).

Glover & Ward (1993) went on to suggest that the generalist combined with the specialist might be a feasible way forward; where all the musical skills of the school could be pooled and drawn on when required (p.10).

Moore (1992) further supported this notion by citing evidence from Bullock (1974) and Cockcroft (1982) relating to the contribution that a teacher with subject expertise and responsibility can make to the development of the primary school curriculum (p.7).

The HMI Survey (1978) warned about the pitfalls of separating general classwork from that of specialist teachers (Taylor, 1986, p.24), yet Salaman (1987) continued to promote the rationale for the introduction of specialist music teaching in all primary schools through either consultancy schemes, visiting peripatetic music staff or the appointment of specialists in music.

Allen (1988) acknowledged the reluctance of generalist class teachers to teach music due to their lack of musical expertise (p.235). Music as a subject is often linked to a certain degree of performing ability and to music notation. This view was presented by Davies (1994) who suggested that :

"the nervousness with which many non-specialist teachers approach music education seems to have its roots in the traditional view of the music curriculum as training in performance techniques and musical literacy based upon a complex system of notation etc." (P.119)

Teacher's are "allowed" to lack musical expertise, whereas they are expected to acquire the necessary skills required to teach the other curriculum areas.

The terminology within the music National Curriculum can initially prove threatening to the non-specialist yet, with effective co-ordination, support and resources, it becomes a more workable document. There are more and more materials being published for the music curriculum, making it increasingly accessible to the non-specialist. Alexander (1984) hypothesised that :

- *What teachers do not adequately understand they are unlikely to teach well;*
- *What teachers do not value they are unlikely to teach well;*
- *What teachers do not understand they are unlikely to value." (p.73)*

If this is so, then even with the very best co-ordinator (as Alexander mentioned before) can have little success.

Tillman (1988, p.81) reflected the view that many teachers were afraid of music, viewing it as an elitist subject. Mills (1991, p.4) discussed the specialist versus generalist argument, questioning why music is still so often taught by specialists. She proffered two explanations : firstly that, in

the main, generalist class teachers lacked confidence in their own abilities as regards music and, secondly, the music co-ordinators have not really learnt to be consultants and so cannot help raise the confidence of the generalist. Mills proceeded to offer a way forward for music education. She suggested that through effective music consultancy/co-ordination, musical confidence of the teachers will rise. The question is raised from Mills' suggestions as to whether the consultant role is feasible. Her suggestions are possible to a point, but rather than persuading teachers that they are musical, the co-ordinator should develop ways round a teacher's non-musicality - suggesting activities within their capabilities yet still meeting the requirements of the National Curriculum.

How to increase co-ordinator effectiveness will be discussed in the final section of the literature review.

Lawson et al (1994) stated that, with the implementation of the National Curriculum, and the prescribed Music Standing Orders :

"there had been a move towards the appointment of Music Co-ordinators or Consultants who advise and train colleagues but do not teach music to all classes" (p.13)

Allen (1989) outlined eight advantages for the teaching of music by the generalist class teacher, aided by the 'consultant' :

- *a more positive teacher and pupil attitude towards music;*
- *the perception of music by pupils as an activity available to all rather than one which can only be enjoyed by a gifted minority;*
- *increased opportunity for integration;*
- *good match of the music curriculum and the child's capability;*
- *provision of musical ability for all children;*
- *progression and continuity in the music curriculum provided for each successive year group;*
- *enhanced opportunity for professional development of both class teacher and consultant;*
- *increased potential for the post holder to exert more influence on the music curriculum throughout the school as a whole; " (p.144)*

This would certainly seem a possible way forward for music education. However the debate surrounding generalist versus specialist music teaching continues, and will be discussed in more detail later in the literature review.

Mills (1991) described music as "a subject of extremes" - it has the most specialists within the primary school, is taught by fewest class teachers and is the subject in which the largest number of students feel least confident (p.6). Surely this is something that needs addressing - confidence levels of both students and teachers need to be raised. Her

vision for music teaching in the primary school moves away from the specialist and towards the generalist music teacher. With an overall commitment to generalist class teaching, and an effective music coordinator to offer advice, help and guidance then perhaps, this becomes a realistic possibility. Mills (1991) suggested that the music specialists should work to dispel the idea that music can only be taught by the specialists and move towards the development of "generalist music teaching". This view was echoed by Hennessy (1995) :

"Even where there is a specialist, the teaching of music should never be the exclusive responsibility of one teacher - this is rare in other subjects, and perpetuates the extra-specialism and elitism surrounding music." (p.3)

This was in accordance with the views of Allen (1988) who pointed out that :

"There can be little doubt that music consultancy is the way forward for classroom music making in the primary school. The trend is now towards the classteacher, supported by the music consultant, providing the music curriculum, rather than for the music specialist to take each class for music" (p.217)

The trend may be towards the class teacher teaching music but, from the literature, it has been suggested that teachers are not furnished with the necessary skills. Perhaps there is a need for some specialisation to act as a control in order to both compare and base standards.

However, since the introduction of the National Curriculum, there has been a dramatic move back towards the specialist subject teaching found in the 1960s and 1970s, as will be discussed in the following section of the literature review.

The visions and ideals of music specialists seem to be going in opposite directions to practice in the classroom. There is a huge gulf between the views of generalist and specialist teachers leading to a mismatch between the theory of music teaching and the implementation of the National Curriculum. On the whole, class teachers, with no expertise in music, generally want a music specialist to teach their class music lessons whereas primary music specialists have argued for the generalist class teachers to take more responsibility for the music teaching in their classrooms.

In order to comment further on the growing tension between the views of the specialist and the generalist music teacher it is necessary for the author to examine the role of the curriculum co-ordinator in more detail, starting with the general principle of curriculum co-ordination rather than the specific issues faced by the music co-ordinator.

The Role of the Curriculum Co-ordinator post

National Curriculum

The role of the curriculum co-ordinator needs to be examined carefully. From the early 1970's some of the educational literature has led to a clearer view of the roles and expectations of the curriculum co-ordinator. These expectations were presented by Campbell (1985) who categorised them into two skill areas, with five subdivisions :

"I. Curriculum Skills that is those skills and qualities involved in knowledge about the curriculum area for which the postholder has responsibility.

- (a) Knowledge of subjects. The postholder must keep up-to-date in their subject..*
- (b) Professional skills. The postholder must draw up a programme of work and manage its implementation and assess its effectiveness.*
- (c) Professional judgement. The postholder must know about various materials and approaches and achieve a match between the curriculum and the pupils' abilities.*

II. Interpersonal Skills, that is those skills arising from the postholder's relationships with colleagues and other adults.

- (a) Social skills. The postholder must work with colleagues helping to develop their confidence in the subject.*
- (b) External Representation. The postholder must represent the subject to outsiders (teachers, advisers, governors etc)"*

(p.53)

The question arises as to whether the role of the curriculum co-ordinator has changed markedly with the imposition of the National Curriculum. According to Harrison et al (1989) :

"the role has grown to one where all teachers have a contracted obligation not only to teach but to help manage the teaching of colleagues. This obligation was imposed without clear guidance as to what such management entailed" (p.4)

In 1989, the National Curriculum Council produced "A Framework for the Primary Curriculum". It suggested that the co-ordinator supplemented the generalist class teacher system, used in primary schools, by helping with the planning and teaching of certain curriculum areas (p.12). The publication goes on to detail how curriculum leadership should be delegated. Curriculum leader responsibilities included :

- *detailing scheme of work;*
- *working alongside colleagues;*
- *arranging school-based INSET;*
- *evaluating curriculum development;*
- *liaising with other schools;*
- *keeping up-to-date in the particular subject'*
- *managing resources"*

(p.12 & 13)

Kennard et al (1989) cited Australian role expectations :

"Curriculum co-ordinators are (also) expected to work closely with the teaching staff, providing encouragement and support for teachers engaged in curriculum innovation, as well as initiating and

prompting opportunities for the professional development of all staff members" (p.169 & 170)

It would seem then, that the expectations of the co-ordinator are comparable, but are they entirely realistic? This question will be discussed later in the literature review.

Campbell (1991) highlighted that the National Curriculum is a "planning" model not an "implementation" model and that the curriculum co-ordinator is a necessity if there is to be continuity and consistency within the whole school planning for the various subject areas (p.11 & 12).

Consistent with Campbell (1991), Harwood (1992) suggested that :

"the curriculum co-ordinator role is being increasingly used as a means of providing curriculum leadership in primary schools in specific specialist aspects of curriculum planning across the whole school." (P.17)

Could this be done to the level of subject knowledge required to deliver the National Curriculum?

McNamara (1994) recognised that, at Key Stage 2, there is often a mismatch between the subject matter to be taught and the teacher's subject knowledge. The National Curriculum has placed considerable demands on primary school teachers (p.81 & 82). The role of the curriculum co-ordinator would seem to be one of providing that

knowledge which is missing to ensure a full and challenging coverage of the National Curriculum. But can curriculum co-ordinators realistically aim to support their colleagues in pedagogy and teach the new subject knowledge necessary to deliver the National Curriculum requirements? If so, then the National Curriculum has placed considerable demands on the respective curriculum co-ordinators, who will also be the recipients of other curriculum co-ordinator advice.

Alexander et al (1992) acknowledged that the subject knowledge, required by the generalist primary school teacher, placed impossible demands on them :

"The idea of the curriculum co-ordinator was developed to try to ensure that a school could make maximum use of the collective subject strength of its staff ... and that, in principle, the curriculum co-ordinator ought, in the larger school at least, to be able to sustain the work of the generalist teacher."
(P.25 para 78 & 79)

Edwards (1993) countered this, suggesting that to use the curriculum co-ordinator solely as a consultant, or someone to turn to for advice, was a limited view and restricted the opportunities for development within the primary school (p.51).

But how influential and effective can the curriculum co-ordinator be within a primary school given the constraints of limited non-contact time

and limited training for the role? OFSTED (1993) in the "Follow up Report" to Alexander et al (1992), stated that :

"Most of the schools had curriculum co-ordinators with clearly defined roles. In a significant number of the schools, their influence on teacher's planning was evident. However, due to a lack, or poor use, of non-contact time they were able to take little part in the monitoring of work in the classroom"

(p.11 para 17)

The debate regarding how subjects should be taught in the primary school was opened up again by the Alexander et al (1992). The authors offered four possible teaching roles for primary schools, which had significant implications for curriculum co-ordinators. They suggested :

- *The Generalist - teaches most or all of the curriculum and does not profess specialist subject knowledge for consultancy*
- *The Generalist/Consultant - combines a generalist role in part of the curriculum with cross-school co-ordination, advice and support in one or more subjects.*
- *The Semi-Specialist - teaches their subject, but who also has a generalist and/or consultancy role.*
- *The Specialist - teaches their subject full-time"*

(p.43 para 146)

The authors conceded that a combination of the above teaching roles were necessary, in order for schools to meet their own individual requirements. OFSTED (1994) re-emphasised the value of increased

subject specialism which utilised the expertise of curriculum co-ordinators, particularly at the latter stages of Key Stage 2 prior to the transfer of pupils to secondary schools (p.4).

West et al (1991) felt that the role of curriculum co-ordinators was an important one since they managed the activities of and worked with colleagues both across subjects and hierarchical boundaries (p.9). West continued that the co-ordinators needed to :

- (i) Plan and work out how their objectives are to be achieved*
- (ii) Organise the activities to be carried out;*
- (iii) Liaise with other functions and groups;*
- (iv) Ensure that their colleagues know what is planned and what each individual's contribution is within that plan;*
- (v) Provide the necessary resources and materials;*
- (vi) Lead and encourage others;*
- (vii) Set up an efficient two way communication system;*
- (viii) Co-ordinate all the activities so that targets are achieved;*
- (ix) Evaluate the progress and effectiveness of all these activities;*
- (x) Set new objectives in light of past achievements. "*

(p.9)

These suggestions seem rather dictatorial and restrictive. Nias et al (1989) viewed the role differently in that :

"the co-ordinators aimed at influence rather than direction or control and this required certain interpersonal skills" (p.123)

A survey conducted by Moore (1992) supported Nias' view. Many of the head teachers questioned believed that the science co-ordinators' decisions should not affect their colleagues' classroom practice but that their principle duties involve helping their colleagues by keeping up to date with their subject area (p.14, 13 & 7). The respondents to the survey preferred to view the role of co-ordinator as 'helper' and 'fellow worker' rather than 'decision maker' (p.14). These findings are in contrast to those of Webb (1994) who found that many head teachers referred to the changes in teaching brought about by the co-ordinators and the realisation of the head teachers that they needed to support co-ordinators' initiatives if the rest of the staff were to adopt their suggestions (p.16 para 5.13 & 5.14).

Returning to Moore (1992) if the co-ordinators are to be responsible for preparing the science policies and schemes of work, then surely it is inevitable that they will have some effect on their colleagues' classroom practice.

Whilst DES (1978) and OFSTED (1994) make reference to the co-ordinator working alongside class teachers, Moore (1992) found head teachers :

"shared little support for allowing the co-ordinator to work alongside other teachers" (p.14)

He concluded that perhaps the co-ordinators were not receiving the necessary support from their head teachers while attempting to raise standards.

Edwards (1993) intimated that the role of the curriculum co-ordinator :

"had focused on how to develop your subject as a co-ordinator rather than how to develop your school through co-ordination" (p.52)

Through questionnaires, Edwards (1993) investigated the perceptions of the curriculum co-ordinator's role. She identified the following responsibilities :

- *ordering resources;*
- *keeping up-to-date in the subject area;*
- *giving advice to staff when required;*
- *arranging INSET;*
- *assessment responsibilities;*
- *to add to the interest in the subject in the whole school. "*

(p.55)

She thus supported her view that co-ordinators promoted their particular subject rather than working as a team on whole school development.

Whole school development is a key concept of the National Curriculum and OFSTED inspections. NCC (1989) stated that :

"Schools should promote and support a whole school curriculum policy in which every teacher's contribution is both recognised and required" (p.12)

Webb (1994) referred to the "private individualist culture of primary schools" (p.24 para 6.27) where in the past, teachers worked behind closed doors. That image is now gradually being replaced with openness, trust and co-operation. She stated that the change has been brought about by :

- *a joint planning and policy-making in relation to National Curriculum implementation;*
- *working together on tasks during school closure days;*
- *acceptance of the wider role of co-ordinators by colleagues*
- *the erosion of classroom barriers by the process of appraisal; and*
- *the emphasis on teamwork by OFSTED"*

(P.24 para 6.27)

Obviously, for such changes to be successfully implemented, it is essential for all the staff to be involved and have common aims and expectations. This is not always the case, and problems arise causing stresses and strains

within the school, which can create a negative atmosphere. These problems are to be addressed later in the literature review.

Webb (1994) suggested that the National Curriculum had both generated a need, and provided opportunities, for co-ordinators to develop interpersonal, organisational and evaluative skills (p.3 para 2.10). She outlined the role of the curriculum co-ordinator as being to :

- *become familiar with, and disseminating the contents of the Order;*
- *assist with the development of long and medium term plans;*
- *check the contents of topics for subject coverage;*
- *work with teachers to develop activities and assessment tasks;*
- *pass on ideas and resources;*
- *to revise/redraft policy documents. "*

(p.15 & 16, para 5.11 & 5.12)

Consistent with the views of Edwards (1993), Webb continued :

"Co-ordinators worked within the framework of the school's aims and the vision of the head teacher ... and were able to promote the activities they valued." (p.12 para 5.13)

OFSTED (1994) renamed the role from "co-ordinator" to "subject manager" as they were of the opinion that the former title was "too limited a description" (p.9 para 37). Their views are consistent with those

curriculum leadership through delegation (p.12). OFSTED (1994) perceived the role expectations thus :

- “(a) To develop a clear view of the nature of their subject and its contribution to the wider curriculum of the school;*
- (b) To provide advice and documentation to help teachers teach the subject and interrelate its constituent elements;*
- (c) to play a major part in organising the teaching and resources of the subject so statutory requirements are covered.”*

(p.9 para 37)

These views are more in accordance with those of West et al (1991) and Edwards (1993) than Nias (1989). If OFSTED have outlined these as their role expectations for curriculum co-ordinators, is it surprising that, in preparation for possible OFSTED inspections, these are the ideals which schools are attempting to emulate? But are they realistic expectations?

Webb (1994) stated :

“It is vital that the DFE introduce funding for primary schools which takes fully into account the range of activities teachers are now required to carry out” (p.19, para 6.7)

For there to be any dramatic improvement then the problems facing the co-ordinators need to be addressed.

Webb et al (1995) cited evidence from a national survey indicating that curriculum co-ordinators were taking leading roles in "whole school planning and policy making" and were instrumental in augmenting the overall confidence of staff in their curriculum areas (p.41). She readdressed the issue concerning the ability of generalist class teachers to teach all nine subjects of the National Curriculum, and RE, effectively. Making reference to research by Wragg et al (1989) and Bennett et al (1992), Webb et al (1995) go as far as to suggest that it is only in mathematics and English that the majority of primary teachers feel completely competent in delivering the National Curriculum requirements (p.53). But how confident do teachers really feel in delivering the mathematics National Curriculum? The subject knowledge required to teach up to Year 6 effectively is detailed and may well be beyond many primary school teachers. The question is then raised as to how confident teachers feel about having to deliver the other subject areas. The tasks facing the curriculum co-ordinator would appear, therefore, to be rather daunting.

With the introduction of OFSTED inspections, the curriculum co-ordinators are more accountable now than ever before and their roles quite explicit. Webb et al (1995) suggested :

"the criteria for use in OFSTED inspections in relation to the teaching and learning of subjects and the duties of co-ordinators have increased

greatly their awareness of, and their anxiety about, the nature and intended outcomes of co-ordination tasks." (P.34)

Webb et al (1995) concludes :

"The introduction of the National Curriculum has greatly increased the planning, classroom preparation and assessment in different subjects carried out by primary teachers as well as generating additional responsibilities for subject co-ordinators. " (p.43)

It would seem unequivocal, therefore, that the curriculum co-ordinator role, following the implementation of the National Curriculum, has grown from one of subsidiary importance to one of a high profile position within the primary school.

Returning to Campbell (1985), his views would seem consistent with the expectations of the present day, in that :

"the postholder's role has moved from a position of marginality in the curriculum to one of centrality. A minor and relatively insignificant role prescription, concerned with preparing schemes of work, has been transformed into the substantial expectation that the postholder will provide the main, and possibly the only, impetus for maintaining and raising standards in Primary Education." (P.53)

But is this entirely feasible? As discussed previously, can co-ordinators realistically be expected to support colleagues in pedagogy and teach new subject knowledge?

It is inevitable however that, in attempting to fulfil their job descriptions and role expectations, problems will be encountered and need to be overcome if co-ordinators are to be effective.

The problems experienced, and suggested methods for increasing the effectiveness of the role, will be discussed in Chapter 3.

Chapter 3

Literature Review

The Role of the Music Co-ordinator

Post National Curriculum

Glover et al (1993), suggested that on arrival at school, childrens' experience of music is immense and that all children have the ability to "make and respond to music". They argued that all teachers possessed the capability to provide a music curriculum, but lacked the necessary confidence to know where to begin (p.3). If teachers do have the capability to provide a music curriculum, then what is it that they are capable of teaching? The music National Curriculum has been diluted to make it as simple as it can be and yet teachers still say they cannot teach it. Teachers' have a certain responsibility to become more musically educated although the co-ordinator does have a part to play in this education. If the co-ordinator can increase the teachers' competence then the co-ordinator role may become more effective.

Mills (1993) argued that :

*"All children can grow through music, so
music education is for all children" (p.1)*

If this is to be a realistic aim for music education, then the generalist class teacher needs to be given the relevant support and guidance from the

music co-ordinator when necessary. This view was presented by Nelson (1993):

"The music co-ordinator requires the ability to integrate music successfully into the everyday working life of the school and help teaching colleagues to discover and value their musical selves and to feel comfortable enough to allow a musical beginning to happen in their classroom" (p.184)

Music, as discussed earlier, has been the subject most frequently taught by someone other than the class teacher. Although OFSTED (1994) advocated some subject specialism in the latter stages of Key Stage 2 (p.4), it is generally accepted that class teachers, who have an obligation to monitor the progress of each child in all areas of the curriculum, will be better able to integrate music into the primary curriculum in a progressive and coherent way.

Kemp (1984) argued that :

"The view is generally held nowadays that, ideally, music teaching is best undertaken by the class teacher in primary schools. This allows for music to be perceived by children not as an extra for special kinds of people, but as an inherent aspect of everyday life and something to be enjoyed by everybody.... Music needs to be engaged in within the context of the whole curriculum and initiated by teachers who best know the abilities, backgrounds and enthusiasms of all the children."

Mills (1991) further supported this with :

“the advantages of having a teacher who knows you outweigh those of being taught by someone with a particular subject expertise” (p.2)

Mills' argument seems blinkered, at best, and sentimentalist at worst. The advantage “of a teacher who knows you” depends entirely on what the teacher knows. If the class teacher possesses little musical expertise and knowledge how can that be an advantage to the child? Would not the class as a whole benefit from a music specialist teaching them for an hour a week - making the curriculum accessible, relevant and interesting rather than their class teachers delivering information about which they were obviously uncomfortable and lacked confidence? Alexander (1994) reiterated this point :

Although the class-teacher system is frequently justified on the grounds that it provides the teacher with a deeper understanding of the child than is possible under the secondary specialist model, this argument is in certain respects flawed.” (p.23 & 24).

He questioned the ability of teachers to recognise a child's potential in, for example, mathematics or music if their own understanding of mathematics or music is limited. “To recognise something you need to know it.” (p.24)

Even with the appointment of music co-ordinators, there has been a tendency for them to be deployed as specialists rather than in a consultant role, hence the generalist class teachers have not been encouraged or motivated to further their personal musical development, although this is beginning to change.

Allen (1988) suggested that :

"the practice of the class teacher, advised by the consultant, teaching music as an integrated element of the whole curriculum is now generally held to be consistent with the child-centred ideology of the primary school". (P.217)

However, HMI (1991) maintained that :

"The presence of a teacher with specialist expertise and co-ordinating responsibility for music often resulted in good quality work by that teacher, who more often than not taught music to several classes throughout the school. Sometimes, however, music was regarded as the domain of the specialist teacher and other teachers were reluctant to contribute". (P.12 para 20)

For music to become accessible to all teachers, then, support through musical training for non-specialists is needed in order for all teachers to be furnished with the skills necessary to deliver the music National Curriculum. HMI (1991) highlighted two recurring weaknesses in music education namely a lack of progression in the work covered throughout

the school and an under-expectation of the music abilities of the children (p.26). The availability of a music co-ordinator, to help and advise less skilled colleagues, is becoming more and more crucial within the framework of the music National Curriculum but it is dependent on their effective use by the head teachers.

Music co-ordinators, as is the case with other curriculum co-ordinators, may or may not be proficient in music, but may have demonstrated an interest towards it as a curriculum subject and so furthered their knowledge. Their role, as with all curriculum co-ordinators, has changed over recent years. Nelson (1993) envisaged the music co-ordinator's main responsibility within the primary school as to :

"offer to provide a supportive function for classroom teachers in respect of a particular subject area of the curriculum. (P.184)....."

The purpose of all co-ordination of music is to enable each child to develop through musical experience with all his/her natural excitement, curiosity, spontaneity, naivety, fear, awkwardness, anger or whatever, unimpeded by adult expectations, interfaces and musical constraints" (p.186)

This is really sentimentalism. How can there be a role for a music co-ordinator if children are not to be affected by adult expectations?

Nelson (1993) proceeded to further divide his perceptions of the role into five areas of responsibility; collaboration, enablement, development, management and consultancy. (P.185).

- The co-ordinator should "ensure a sense of working together" throughout the school so ensuring that music was integrated into the daily school curriculum and to "engage in joint musical ventures" (p.187).
- The co-ordinator should promote a child-centred approach so enabling the development of feelings. The teaching of music should emphasise and value personal choice and include experience and exploration, and should be demonstrated as such by the co-ordinator (p.188).
- The co-ordinator should keep up-to-date with the relevant developments and disseminate this information to colleagues (p.188).
- The co-ordinator should be instrumental in devising music guidelines and schemes in consultation with other staff members, to ensure continuity and progression through the school (p.188)
- The co-ordinator should be responsible for identifying and building up the appropriate and necessary resources in order to successfully implement the music policy (p.189).

- The co-ordinator should be available to support colleagues through practical help, offer advice on appropriate resources, relieving apprehensions and anxieties by reinforcing competencies rather than highlighting deficits in a consultative capacity (p.191).

Nelson (1993) concluded that it is :

“desirable that the co-ordinator receives some training to include :

- *Basic listening and communication skills*
- *building a helping relationship*
- *setting goals and action planning*
- *the skills of aural analysis*
- *appraisal and evaluation*
- *the supervision of consultancy practice*
- *adult learning “ (p.202 & 203)*

In addition to the role of music co-ordinator, the music specialist has extra job expectations to fulfil.

With increased competition amongst schools, each vying for pupils, music and the arts are becoming an essential element of assemblies and public performances. As Lawson et al (1994) highlighted :

“head teachers expressed the view that in some instances arts presentations are being

regarded as necessary public relations exercises within the context of an increasingly competitive educational service." (P.5)

Music co-ordinators, therefore, find themselves heavily involved in many extra curricular activities to meet the demands and expectations of the schools and community. Choirs, recorder groups, brass and string groups and percussion groups are common place in many primary schools, always busy rehearsing for the next public performance.

As previously discussed, the tasks facing curriculum co-ordinators, especially those responsible for music, appear daunting but not impossible, provided there is the necessary support and guidance for the co-ordinators themselves in order for them to fulfil their job specifications effectively.

Undoubtedly, the inclusion of music as one of the foundation subjects has raised levels of awareness relating to its educational value within the curriculum but, as Lawson et al (1994) discovered :

"the main issue which teachers almost invariably return to was concern over the pedagogical difficulties of meeting all the requirements of the Music Order." (P.6)

Williamson (1995) commented that :

"Teachers have to get over that hurdle of belief that they can do it to reach the sense of joy that is what music is about". (P.8)

With structured help and support from the music co-ordinator these hurdles can be cleared and the vision of Mills (1991) will no longer seem an Utopian dream - that music in primary schools should be enjoyable for all pupils and all teachers. (P.147)

Problems encountered by Curriculum Co-ordinator

Campbell (1991) summarised his findings from empirical studies relating to the stresses and strains experienced by co-ordinators while endeavouring to meet their new role expectations post National Curriculum. He highlighted feelings of :

- "(i) ambiguity in relationships with other class teachers whose view of classroom autonomy clashed with the leadership role of the co-ordinator in school development.*
- (ii) conflicting priorities, mainly arising out of inadequate time and facilities for carrying out the co-ordination action role as well as more normal classroom teaching duties." (p.9)*

Research by Edwards (1993) pointed to additional difficulties including a lack of infrastructure support in schools, a lack of funds for co-ordinator updating and work overload on staff in primary schools due to the speed of changes within the curriculum (p.56).

Moore (1992) found that science co-ordinators required regular non-contact time in order to be more effective in helping their fellow colleagues. This supported work by the PSRDG (1983), who concluded that primary schools were insufficiently resourced, as regards teachers, to fully utilise their staff effectively. Very few teachers had time during the school day to support other colleagues. In fact, they rarely entered other classrooms or schools during the working hours of the school (p.8).

Lack of time is a recurrent theme throughout the literature reviewed, referred to for example by Nias et al (1989, p.152), Hill (1989, p.92), DES (1992, para 143), OFSTED (1993, p.11) and Webb et al (1995, p.32).

Seldom are co-ordinators relieved from their classroom duties to carry out their roles as co-ordinators. Hill (1989) cited the "House of Commons" (1986) :

"9.54. The inescapable conclusion we draw from this analysis is that primary schools cannot be expected to make much further improvement unless there are more teachers than registration classes" (p.92)

Ten years on, has the situation improved? With increased class sizes there can be little chance of schools affording an additional teacher in order for co-ordinators to benefit from regular non-contact time. OFSTED (1994) were quoted as saying :

“primary science co-ordinators need sufficient non-teaching time to develop their role more fully and to monitor science teaching throughout the school.”

(T.E.S 12-5-95 p.v)

Webb (1994) further reinforced this view with :

“As a result of implementing the National Curriculum and assessing and reporting pupil attainment, co-ordinators carried out their co-ordinating responsibilities in parallel with their increasing class commitments. Many co-ordinators had little or no regular non-contact time.” (para 5.7)

What can schools do to improve the present situation? The budgets are increasingly tight and teachers are expensive, yet official documentation still promotes the value of non-contact time for co-ordinators. Head teachers could, at one time, take classes, but with increased managerial responsibilities this opportunity is becoming less frequent. Webb (1994) found that head teachers :

“were spending increasing amounts of time on professional commitments outside school. While these were of benefit to them and their school, they felt that staff resented their absence and lack of availability to provide support if needed”

(p.6 para 3.8)

Alexander (1984) realised that HMI prescriptions would, on the whole, be virtually impossible to implement due to a lack of time (p.190). Webb et al (1995) stated that :

“many co-ordinators felt that there was an enormous discrepancy between the rhetoric and the reality of what they were able to achieve”. (P.40)

Webb (1994) suggested that co-ordinators need non-contact time to get into colleagues' classrooms in order to :

- *familiarise themselves with the practice throughout the school;*
- *work alongside colleagues to develop their teaching;*
- *monitor the implementation of policies.” (para 4.10)*

In many schools there are more areas of responsibility than teachers; in addition to the curriculum areas there is also assessment, special educational needs, home and school liaison, community links, all of which need time. Some teachers find themselves responsible for history and geography, or mathematics and design and technology, which in conjunction with their own classroom duties, places considerable demands on co-ordinators. Webb (1994) made reference to the allocation of incentive allowances in the initial stages of curriculum development, but these were usually only temporary and, once removed, the impetus died down (para 5.5).

Nias et al (1989) discovered that :

"There is some evidence for saying that whilst curriculum co-ordinators acted as leaders and members they experienced feelings of ambivalence about their leadership" (p.123)

Harrison et al (1989) suggested that such feelings could exist due to resentment over an appointment or allocation of resources and so remain hidden until changes are proposed, allowing innermost emotions to be displayed through a seemingly valid channel (p.24). The PSRDG (1983) found teachers who lacked any respect for the co-ordinators since they felt that the co-ordinators were "not necessarily more experienced or qualified than themselves" (p.16). Winteridge (1989) implied that teachers may in fact feel threatened by the presence of the co-ordinator due to their own feelings of inadequacies (p.5). Teachers prefer informal advice rather than having the co-ordinator "keeping tabs on them".

Having a co-ordinator for each area of the curriculum certainly reduces teacher autonomy. Harwood (1992) cited Frost and Turner (1987) :

"Co-ordinators will require the skill to deal with negative attitudes of colleagues; the skill of being sensitive to others and being helpful without being critical; chairing staff discussions" (p.20)

Webb et al (1995) made reference to scepticism amongst infant teachers who were being offered advice from "co-ordinators who knew nothing about infants" (p.37). As discussed earlier, Campbell (1985) felt that co-ordinators needed both curriculum and interpersonal skills - the latter being concerned with the relationships that must be built with colleagues and other adults (p.53). The acquisition of such skills is a necessity for co-ordinators in all curriculum areas if confrontational situations are to be avoided, or at least diffused. In general, co-ordinators do not receive training prior to acquiring the role - they had taken it on because of subject qualifications, experience or through a willingness to attend courses. Research by the PSRDG (1983) found that 60% of head teachers considered it desirable that co-ordinators had exposure to :

- *curriculum development work or a curriculum area;*
- *such management skills as leadership, communication, monitoring and resource allocation;*
- *new educational ideas and practices; their philosophy and theory." (p.75)*

Webb (1995) cited Alexander (1992) that :

"co-ordinators appointed to schools complained of their lack of prior training in wider leadership roles" (p.32)

This view is supported by Sabar (1983) who postulated that :

"in order to promote a greater responsibility for teachers in the curriculum area we should first produce sufficient trained co-ordinators" (p.431)

Teacher training furnishes adults with a variety of methods necessary to work with and teach children, but instructing and guiding colleagues requires a high level of both skill and sensitivity in order to provide effective leadership and so gain respect and trust from colleagues.

Harrison et al (1989) suggested that changes, augmented by the co-ordinator, will inevitably, create tensions :

"It is a very fortunate curriculum leader who can consistently achieve change without encountering conflict - even when plans have been carefully made. It is important to recognise that all change carries with it the risk of failure, however well you seek to minimise that risk." (p.24)

Following the acceptance of the role, co-ordinators have the option of attending a range of courses, varying from one-off sessions to twenty day INSET courses. The content of such courses also varies, most concentrating on how to promote that particular area rather than the interpersonal skills. Having attended such courses, co-ordinators again make reference to insufficient time to disseminate new ideas to colleagues, and by the time they were given the opportunity to report back, much

had been forgotten and initial enthusiasm had diminished (Webb et al, 1995 p.36).

Goodacre (1984) emphasised the importance of self-assertion and recommended that assertiveness training would be of benefit to the co-ordinator (p.17). The co-ordinator needs to be aware of how to cope with criticism, from both colleagues and head teachers, and know how to justify actions, while at the same time accepting that criticism is not intended, in the main, as a personal attack. Certain strategies are required by the co-ordinator to be able to develop assertiveness and overcome this problematic area. It is also necessary for co-ordinators to know exactly what expectations the head teacher and school has of them, for example, an accurate job description, and that staff are aware of the responsibility that has been delegated to the co-ordinator. However, there are examples of co-ordinators being denied the authority to implement changes. The PSRDG (1983) discovered that co-ordinators experienced feelings that :

"they were instruments of the Head; to do his bidding, to realise his vision. Theirs is not to be responsible in any but a limited sense." (p.39)

Harwood (1992) stated :

"it is impossible to remove all the tensions and difficulties associated with the co-ordinator role." (p.18)

Nevertheless, these problems are not insurmountable given sensitivity and leadership from the head teacher, to ensure that everyone is aware of the expectations and, to quote Alexander (1994) :

"there is a climate of mutual accountability"
(p.205)

Music co-ordinators experience all the aforementioned problems while endeavouring to carry out their role. As with all areas of the curriculum, the co-ordinators for music are often faced with colleagues, each having "different needs, competencies, values and attitudes" (Nelson, 1993 p.195). Music is one area where teachers are frightened. Davies (1995) felt that :

"We have a lot of work to do yet (in music education) breaking down myths that teachers harbour about not having the necessary background, the musical aptitude, the proficiency in notation."

(TES 10.2.95 p.1)

The time has now come for teachers to be required to learn what is needed in order for them to become musically educated and so deliver the

music National Curriculum. As discussed earlier, music is the one subject where it seems acceptable to be unable to teach it effectively.

Teachers still shy away from music, often preferring to swap classes with the music co-ordinator, to avoid it. As Mills (1991) suggested :

"Music curriculum leaders are more likely to take over the music of several classes, whilst their own teachers are busy elsewhere." (p.3)

Perhaps the music curriculum leaders support this approach on the whole so that music has a high profile within the school when it comes to festivals, assemblies and concerts.

Lawson et al (1994) suggested that :

"teachers of music in primary schools need a sound basis of both musical experience and teaching expertise in order to function adequately as musical models, sensitive critics and course developers." (p.8)

Music co-ordinators again reinforce the problem of a lack of time for staff training. Allen (1988) cited Smith (1987) who found that :

"Head teacher's willingness to make available to the consultant sufficient time in which to work with other members of staff is vital to the success of music consultancy." (p.219)

Time is vital for the success of all subjects but there probably needs to be much more time allocated for music because teachers lack the basic musical knowledge.

Hennesy (1995) suggested that it is very unlikely that anyone, without musical experience or knowledge, could learn how to teach music by reading a book (p.4). The question is how much could anyone learn by listening to or watching the music co-ordinator teach their class? The teachers need lessons and practice themselves in order to become musically educated.

Lawson et al (1994) gave examples of music co-ordinators who felt they lacked the necessary confidence and expertise to fulfil their role (p.9). With other curriculum areas it would appear to be easier to understand the National Curriculum Orders, attend courses and so become reasonably proficient in that subject and so co-ordinate it effectively. However, as Lawson et al (1994) discussed, the Music Orders are demanding, even for a music specialist, as outlined in the introductory chapter. A competent music co-ordinator could interpret the music orders very simply - making them accessible to the vast majority of teachers in a non-threatening way. The demanding aspect of the Order lies in the music specific terminology used. Appropriate INSET could alleviate these fears.

Whilst the importance of music for a school's public image is clearly recognised, this is not reflected by its importance in the curriculum in primary schools, with emphasis on English, mathematics and science. With the volume of curriculum requirements, music often finds itself shelved. Lawson et al (1994) highlighted this as an area of concern :

"class teachers felt that the priority given to the core subjects resulted in less thought for music and the arts; many argued that they simply did not have enough time or ability to deal with all the requirements of the Music Order." (p.9)

The authors also referred to concerns of the National Confederation of Parent-Teachers related to "curriculum overload weakening the teaching of music" (p.12). It is also an expensive area to resource, with a pair of cymbals costing £65. The Authors suggest that, with increased financial pressures, music will inevitably become a "disadvantaged" curriculum area (p.5). It becomes the responsibility of the music co-ordinator to promote the educational value of music within the primary school, in a positive and sensitive manner, initially with the head teacher and Governors.

Music is usually high profile within concerts, services and assemblies throughout the school, but it should be occurring regularly each week, in each class, through successful co-ordination.

As Allen (1989) concluded :

"No matter how well-trained and musically capable the consultant, a satisfactory standard of music teaching by the generalist class teacher is likely to be achieved only where the knowledge skills and values of the staff combine to produce a climate conducive to effective music consultancy." (p.152)

Increasing Co-ordinator Effectiveness

Webb (1994) discovered that the most effective co-ordinators were those teachers :

- *whose practice staff admired;*
- *who were able communicators; and*
- *who were very familiar with the orders and able to explain subject requirements." (p.16 para 5.14)*

As discussed previously, these "attributes" do not suddenly appear once the responsibility has been bestowed upon the co-ordinator, but need to be acquired and developed over a period of time. Very few co-ordinators receive training prior to undertaking the role (Harwood, 1992 p.20) yet the expectations are high.

Webb et al (1995) suggested :

"if co-ordinators are to be able to meet the new and ever-increasing demands of their role, and to have more influence as agents of change in relation to policy as well as practice, then they need opportunities to develop the appropriate process skills" (p.42).

They continued that co-ordinators needed training to develop the necessary interpersonal skills and qualities for leadership, team-building and training adults. This view is consistent with that of Campbell (1985) where he outlined the skills and qualities required by the co-ordinator in building relationships with colleagues (p.53).

The PSRDG (1983) also made reference to the need to provide co-ordinators with training in management skills (p.81).

The question is raised as to who should be responsible for the training of co-ordinators and what should that training include.

In 1978 the DES argued that co-ordinators needed training, and it should include :

- *up-to-date subject knowledge;*
- *knowledge of materials and approaches;*
- *knowledge of ways children learn;*

- *interpersonal skills for leading other teachers;*
- *skill in establishing a progression of work with others;*
- *skill in making the best use of teachers' strengths;*
- *ability to make best use of intuitive and gifted teachers"*

(para 8.62 - 8.64)

Goodacre (1984) reinforced the importance of interpersonal skills and questioned whether :

"Co-ordinators could benefit from some form of 'assertiveness training'." (p.17)

She also found that co-ordinators felt a need for further training on how to cope with their role. Sabar (1983) cited research in Israel relating to a "co-ordinators training programme". Two aims of the programme were :

- *an awareness of the different co-ordinators' roles;*
- *the acquisition of competence in organising teams effectively and creating good relations between team members."*

(p.431 & 432)

Sabar (1983) concluded that effective co-ordination is reliant on time, experience and confidence. Training for co-ordinators is necessary for "their personal growth, pride and professional standing" (p.433). Is this

not also true in Britain, particularly since the introduction of the National Curriculum?

Webb (1994) stated that :

"Training in all aspects of the leadership role and the management of change needs to be targeted at both experienced teachers through GEST programmes, and at those in initial training who, once they have settled into their new positions, will be expected to take on additional responsibilities."

(p.23 para 6.24)

Moore (1992) suggested that subject specialism at initial training colleges could be viewed as providing a basis for "assuming the role of co-ordinator" although Webb's (1994) statement implies otherwise.

Through effective training, the status afforded to co-ordinators should rise bringing with it positive benefits for the school. West et al (1991) found :

"The status of the co-ordinator can influence both the mode and effectiveness of the implementation of the tasks associated with the post." (p.7)

They made reference to the fact that it was necessary for the other staff to see the co-ordinator having an effect (p.7). Webb (1994) highlighted that some schools met to clarify/justify the work of co-ordinators

(para 5.10). Waters (1983) suggested that a public, jointly negotiated job description would ensure that everyone was aware of who had what responsibilities within their school. He continued :

"The openness of the decision-making discussion about posts will influence how effective everyone can be." (p.106)

To be effective, co-ordinators need positive support from their head teachers to be able to fulfil their negotiated job descriptions. As found by Moore (1992), head teachers "determine both the context and purposes of the co-ordinators' work" (p.8) and, as mentioned earlier, some head teachers are not providing the necessary support for their co-ordinators (Moore, 1992 p.15).

Waters (1983) went as far as to outline questions senior management should ask related to co-ordinator effectiveness :

- *is there positive support for, and a clear definition of the role and the limits of responsibility of the co-ordinator?;*
- *are staff development issues communicated to or channelled through the co-ordinator?"*
- *is there support from the whole senior management team for the co-ordinator?*
- *can staff relate to the co-ordinator on a personal level?*

- *has the co-ordinator received appropriate INSET support to carry out the role?" (p.7)*

Hill (1989), Edwards (1993) and Webb (1994) point to a lack of funding as being a barrier to effective co-ordination. The additional demands that have been placed on co-ordinators with the introduction of the National Curriculum have been considerable. Webb (1994) stated :

"The DFE must acknowledge that the disparity in funding between the primary and secondary sectors is an anachronism"
(p.19 para 6.7)

Primary schools, unlike secondary schools, can not be expected to have a specialist in each curriculum area which is why effective co-ordination is essential, through co-ordinator updating courses and regular non-contact time; both of which are expensive.

Lack of time is a recurring theme in much of the literature reviewed (NCC, 1989; Hill, 1989; Campbell, 1991; Moore, 1992; OFSTED, 1993/94; Webb, 1994).

OFSTED (1994) found that head teachers :

"cited a lack of non-contact time, created by budgetary constraints, as a factor limiting co-ordinators effectiveness." (p.6 para 31)

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DES (1978) recognised the need for co-ordinators to be allocated time during the school day in order to carry out some of their duties (para 8.47). Winteridge (1989) suggested :

"To be an effective co-ordinator you will need time to work outside your own class room alongside other teachers, liaise with other schools and, most importantly, to be involved in in-service training for your own development." (p.3)

Winteridge (1989) continued to support the need for employing part-time staff to provide non-contact time (p.3). This returns to the lack of funding available in primary schools. Sir Keith Joseph (1986) confirmed that at least 15,000 extra teachers were needed for Co-ordination tasks, so appearing to recognise the importance of resourcing the co-ordinator role and therefore realise its full potential but Kenneth Baker dismissed the proposals in 1987 (Campbell, 1991 p.11).

OFSTED (1994) advocated the need for co-ordinators to have time to monitor the teaching, learning and assessment practices within their schools (para 38), but they did not suggest how schools should achieve this. Until there is a substantial increase in the funding allocated to primary schools then regular non-contact time will remain a privilege afforded to a few, rather than being readily available to all co-ordinators as and when they require it. Back in 1989, at the initial stages of the National Curriculum, the NCC foresaw that, in order for essential co-

ordination tasks to be carried out effectively, it would be necessary to make non-contact time available. Now that all the Orders have been fully implemented, have things altered regarding the availability of non-contact time? From the literature it would appear not.

Webb (1995) emphasised that :

"if co-ordinators are to be both effective class teachers and fulfil their co-ordinating roles, they must have non-contact time. If central government is serious about wishing to raise the quality of subject teaching in primary schools, more non-contact time will need to be made available to curriculum co-ordinators and this, in turn, will necessitate enhanced funding to increase staffing flexibility." (p.43)

In addition to the aforementioned possibilities of increasing co-ordinator effectiveness, Edwards (1993) suggested :

"that to see the curriculum co-ordinator simply in terms of purveyor of curriculum knowledge is to limit the potential of the role and to explain its narrow and apparently ineffective usage in many primary schools." (p.51)

She explored three further levels of development: the curriculum development role, the staff development function and general school development. Edwards (1993) viewed curriculum development as being more than simply writing policies and ordering resources; it should also influence pedagogical practices, including "class room management of

learning and assessment demands" (p.53). In order for there to be effective staff development, then the co-ordinator needs to be recognised as a teacher of both children and colleagues, as suggested by Campbell (1985). Edwards (1993) saw staff development in terms of adult learning, so it would then become necessary to develop and recognise the co-ordinator expertise and provide opportunities, within the "staff learning process", to make sense of new information either alone or in small groups. Individual staff need the opportunity to try new ideas and evaluate the outcomes (p.54).

Edwards (1993) referred to Galloway & Edwards (1991) :

"the curriculum co-ordinator (needs) to apply the understandings of goal setting, task analysis and the sequencing of learning used in classrooms to their colleagues work". (p.54)

The third development discussed by Edwards (1993) is that of School development. She cited Hopkins (1989), where school development and improvement is more than changes within the classroom but also :

"other related internal conditions such as the curriculum, the school organisational structure, local policy, school climate, relations with parents and so on." (p.54)

It is necessary for the curriculum co-ordinator to have the support of senior management, a view held by Moore (1992). The co-ordinator has to

work to goals drawn up and agreed by the whole staff, and be resourced sufficiently to allow the developments to occur.

Edwards (1993) concluded by raising three important points :

- *The importance of the head teachers' role in working with curriculum co-ordinators to create the link between curriculum and organisational development;*
- *the need to unpack the learning cycle implicit within most cyclical or developmental models of INSET in order to ensure that the school as a learning context operates for both pupils and teachers;*
- *The cessation of the downward delegation of staff development to the curriculum co-ordinator as a coping strategy for hard pressed head teachers." (p.57)*

It would seem then, that until curriculum co-ordinators are given the chances to operate in the ways suggested, they will continue to be largely ineffective and "a lost opportunity for primary school development" (Edwards, 1993).

Chapter 4
Methodology

Introduction

The purpose of this chapter is to describe and justify the methodologies chosen in order to attempt to answer the questions arising from the literature reviewed, and then to explain how the appropriate instruments were constructed and implemented.

The questions arising from the examination of the literature include :

- How is the role of the curriculum co-ordinator perceived within the primary school?
- Do these perceptions differ depending on the position held in school, the Key Stages taught and the length of time in teaching?
- What training have curriculum co-ordinators received for the role?
- What problems have been encountered by the curriculum co-ordinators?
- Do music co-ordinators face the same problems, or are their problems of a different nature?
- How confident do teachers feel about delivering the music National Curriculum?
- Is there a place for subject specialist teaching in the primary school?
- What factors influence the effectiveness of the curriculum co-ordinator role?

- How do curriculum co-ordinators feel their role can be utilised more effectively in the primary school?

The research being undertaken will endeavour to explore all these areas but focus in particular on the perceptions of the curriculum co-ordinator role, the confidence of teachers to deliver the music National Curriculum and those factors which influence curriculum co-ordinator effectiveness within the primary school at present.

For it to be possible to address these issues it is necessary to obtain the views of head teachers, music co-ordinators, curriculum co-ordinators and class teachers in order to ascertain their current views on the role of the curriculum co-ordinator. The author decided to give the questionnaire to all co-ordinators in order to obtain an overview of the problems and training different co-ordinators had experienced. There are a variety of approaches which could be adopted that would yield the required data, but it is important to remember that :

- “ *the methodology must be appropriate to the purposes of the evaluation in the sense that it will enable the appropriate data to be gathered to answer the evaluation questions;*
- *the methodology must suggest the appropriate instruments of data gathering to be devised and data from them to be processed fairly which then answers the evaluation questions.”*

(Morrison, 1993, p.37)

Choice of Methodology

Instruments for Collecting Data

The instruments used for data collection can be categorised into written and interpersonal forms. The author will begin by exploring the written forms of data collection which could be adopted for the purpose of this study.

The Survey Method

The most frequently used method of data collection is probably the survey method. Whether small or large scale, surveys can include questionnaires and interviews, both of which might be either structured or unstructured and include open and closed questions.

Data from such surveys are collected so that issues, views and opinions can be compared, to see whether factors correlate or cluster together, providing the opportunity for conclusions to be drawn about the subject in question. Cohen and Manion (1994) suggested that surveys need to develop through specific stages of planning and that :

"the three pre-requisites to the design of any survey are the specification of the exact purpose of the enquiry; the population on which it is to focus; and the resources that are available."

(Cohen and Manion, 1994, p.85)

Once the exact aim of the enquiry has been established, it becomes necessary to identify the subsidiary issues which relate to the specific purpose of the survey. The question then arises as to which is the most appropriate method and format for gathering the required data?

Questionnaires

Questionnaires have been referred to as interviews that are written down (Morrison, 1993, p.68). The design of the self-completion questionnaire is of paramount importance if it is to be successfully implemented and so produce valid and reliable data. It is necessary to anticipate the full range of responses possible, to avoid leading, ambiguous and complex questions and avoid questions that use negatives. The questions need to follow a natural progression through the areas being covered.

Ideally, a questionnaire should be :

"clear, unambiguous and uniformly workable. It's design must minimise potential errors from respondents and coders. And since people's participation in surveys is voluntary, a questionnaire has to help in engaging their interest, encouraging their co-operation, and eliciting answers as close as possible to the truth."

*(Davidson, 1970 : cited Cohen & Manion, 1994,
p.93)*

Structured Questionnaires

Structured questionnaires often ask closed questions requiring a range of responses depending on their construction. Dichotomous questions require a yes/no response, which does not always provide appropriate information. An alternative is for respondents to indicate, on a rating scale, the category that most accurately represents how they feel about each particular issue.

Morrison (1993) made reference to the suggestion that :

"rating scales provided more opportunity than dichotomous questions for rendering data more sensitive and responsive to the respondents who complete questionnaires. This makes rating scales particularly useful for tapping attitudes and perceptions of respondents". (P.76)

Another possibility is the use of multiple-choice questions where the full range of likely responses is covered. The possibilities have to be discrete (eg. no overlap) and exhaustive.

Structured questionnaires can then be coded in order to process the data using computer packages.

Open-ended Questionnaires

Open-ended questionnaires are particularly suitable for small scale surveys, as they can provide a wealth of rich data, allowing the respondent

to be as open and as honest as they can. While the data obtained are rich, open-ended responses make comparisons difficult and the analysis becomes a lengthy process. Morrison (1993) suggested that the opportunity for an open-ended response on a questionnaire can “shed light on an issue”.

There are a number of techniques for the collection of data which need to be explored and considered for the purpose of this study.

Interviews

The interview provides the researcher with the opportunity to gather data, in detail and in depth, since it requires face to face contact with the respondent. Interviews can range from being highly structured to unstructured.

The Highly Structured Interview

In the highly structured interview each question is worked out in advance and both the ordering and wording of the questions is the same for each respondent. The categories of response must be exhaustive and discrete so that the respondent can give an honest response to each question. The given answers are then recorded on a standardised schedule.

The Semi-Structured Interview

In the semi-structured interview the wording and sequencing of the questions is the same for all respondents but the questions are open-ended, allowing a more full and honest response. Alternatively, the interviews may have a schedule highlighting the key areas to be covered :

"This establishes a framework for the interview but does not constrict it's scope ... the interview becomes less formal and moves towards a more conversational style."

(Morrison, 1993, p.66)

The semi-structured interview gives the opportunity for respondents to air their views and opinions on the subject being covered whilst following a set format.

The Group Interviews

Group interviews are where a number of people, who share common ground are able to discuss their various perceptions and opinions about the points being raised. They are able to question each other's responses and justify their own viewpoints, and this can provide rich data for the interviewer in a relatively short period of time. The interviewer is able to probe deeper into the issues arising from the discussion and pursue alternative avenues with the whole group of respondents.

The Nominal Group Technique

The nominal group technique is a useful method for collecting data from a group of respondents. The group is provided with a series of statements and questions relating to the evaluation question. Through individual responses and group discussion, the responses are prioritised whilst allowing for individual disagreements to be acknowledged.

Clusters of responses are clearly highlighted and the overall perceptions of the group as a whole can be gathered quickly.

Chosen Methodologies

In order to attempt to answer the questions raised through the literature, a selection of the methodologies outlined above will be adopted.

Ideally, the author would wish to conduct face-to-face interviews with the head teachers, music co-ordinators and curriculum co-ordinators to explore their views on the curriculum co-ordinator role and the problems they themselves have encountered while trying to fulfil the role. There are however a number of constraints which prevent this from being a feasible avenue to pursue. As a full-time teacher, the author would find it difficult to be released from her class in order to interview colleagues from different educational establishments during the school day; if she could be released and supply cover found in her school, the teachers to be interviewed from the other schools would also need supply cover and the funding for this is not available.

An alternative approach would be to conduct the interviews after school but this would be a lengthy process in terms of time and many teachers would find it difficult to fit in an interview in addition to their workloads in school. Interviews take a great deal of time to transcribe, either from

audio tape or notes and transcriptions really need to be made immediately after the interview has been conducted so that an accurate picture is achieved. If interviews were conducted on thirty co-ordinators then the time factor involved in the transcription would be huge and due to the nature of the study and the timescale involved this would prove impractical.

It therefore becomes necessary to re-evaluate the initial idea - would interviewing the music co-ordinators alone yield sufficient data if the head teachers, curriculum co-ordinators and Teachers completed questionnaires?

Provided the appropriate areas are covered in both the interviews and questionnaires then the necessary data for the study should be obtained. The author decided to give the head teachers a questionnaire despite there being only a small number since the questionnaire would be of an open ended nature and therefore provide rich qualitative data.

The interview is to be of a semi-structured nature in order for the same areas to be covered in the same order but the respondents will be given the opportunity to express their feelings as honestly as possible. This will enable some standardisation to occur, although there may be a disparity in the range of responses obtained. While it would be possible to ask the

interview questions through an open-ended questionnaire, the face-to-face interview would give the opportunity for deeper probing into the responses where appropriate.

There are a number of factors that influence the success or failure of an interview and its validity. The interviewer has to establish a relationship with the respondent and build-up a rapport so that both parties feel comfortable with the situation. It is essential for the interviewer to have good interpersonal skills for this to occur successfully. It is important that interviewees do not impose their attitudes and opinions on the interview in an attempt to obtain those answers that support their preconceived ideas rather than honest responses that can be analysed in detail to reveal trends and views.

To gather data from class teachers and curriculum co-ordinators a structured questionnaire was used covering the evaluation questions, ie. their perceptions of the curriculum co-ordinator role, how they feel about teaching music and their role as a co-ordinator.

The questionnaire incorporated a Likert rating scale, providing a range of responses to given statements, so enabling comparisons and correlations to be made once all the data is collected. The questionnaire allowed the author to approach a larger number of respondents, relatively quickly,

and cover a range of areas relating to the evaluation questions. The inclusion of open-ended questions enabled respondents to voice their opinions on certain aspects of the questionnaire.

A number of factors needed to be considered when constructing a questionnaire. Its appearance is of paramount importance. It must be clear, uncluttered and look attractive. The wording must be unambiguous and the instructions easily followed. The respondents will be made aware of the aims of the survey, so encouraging them to both complete and return the questionnaires. It was necessary to pilot the questionnaire in order to :

"refine categories, making them exhaustive and discrete" (Morrison, 1993, p.77)

The major proportion of data yielded through this questionnaire will be of a quantitative nature, looking at regularities, correlations, comparisons and statistics.

The head teacher's questionnaire will be more open-ended than the one above and will be exploring how the head teachers actually perceive the role of the curriculum co-ordinator in their schools, what responsibilities do the curriculum co-ordinators have and what training should they receive for the role? It will provide the opportunity for deeper answers

without the problems of arranging mutually convenient times for the interviews to occur.

Morrison (1993) suggested that the open-ended questionnaire is “an attractive device for small scale evaluations”. The open-ended questionnaire will give qualitative data, allowing for individuality. This data will need to be sifted in order to identify the emerging important issues, which would prove time consuming if the number of respondents were too high.

Both Group Interviews and the Nominal Group Technique have been ruled out as possible instruments for data collection due to the need for all respondents to be gathered together at the same time. It would be difficult to arrange for the staff of different schools to meet at a mutually convenient time for these instruments to be implemented. However the data obtained would undoubtedly have been very valuable and the interaction between colleagues illuminating.

Construction of the Instruments

The Questionnaire

Following the work of the PSRDG (1983) in which Taylor was involved, investigating “Curriculum responsibility and the use of teacher expertise in the primary school”, he carried out research exploring the nature of

curriculum responsibility in the primary school and covered some aspects the author will be looking at, so the present questionnaire is to be an adaptation of the one used for Taylor's survey. The author, while researching questionnaire models, found the work of Taylor (1983, 1986) to be the most appropriate. From the research questions arising from the literature a number of areas were highlighted and a selection of these areas arose in the work of Taylor (1986). The author wished to keep the questionnaire manageable and was selective in the adaptation of the instrument. This questionnaire will begin with a general information section so that a picture emerges of the respondents (eg. How long they have been teaching? What ages do they teach? Do they have incentive points?). Next will be a section attempting to discover how the role of the co-ordinator is perceived by different teachers. Some questions promote the role of subject specialists while others promote the role of curriculum co-ordinators.

It should then be possible to investigate whether the length of time in teaching or the key stage taught for example, has any bearing on the responses given.

The third section of the questionnaire will investigate how confident the teachers feel about their teaching of music and what, if any, help they feel they need. The fourth section will look at their role within their school so

that direct comparisons can be made with the experiences of the music co-ordinators. The final section will look at the core curriculum subjects. It will be necessary to use a Likert scale in order to identify similarities and make comparisons between groups of respondents. Each piece of data will need to be coded so that it can be entered on a computer data file for the data to be processed using SPSS (The Statistical Package for the Social Sciences). The author decided that the easiest method of obtaining the views of all curriculum co-ordinators in the sample schools would be to ask all the staff to complete the questionnaire, regardless of their co-ordination role. This would then highlight the problems faced by co-ordinators in general not just problems specific to subject co-ordinators.

The Pilot

The pilot questionnaire was run at the authors' school in May 1995 and completed during a staff meeting in the privacy of the individual's classroom. The respondents were made aware of the research and the questionnaire's objectives and that it was only a pilot study. The head teacher was very supportive and eager to know what the research was about. All seven staff members completed and returned the questionnaires, having been asked to be as critical and as awkward as possible, so highlighting any possible ambiguities. A question regarding anonymity was raised in that where there is only one teacher per year group, identifying the year group taught automatically identifies the

teacher but it was felt that as the questionnaire was going to unknown teachers this would not be a problem and the final version therefore combined year groups into Key Stage 1 and Key Stage 2. There was a little ambiguity relating to how much time was spent each week on activities relating to their co-ordinator role so this was refined to be in an average week. One respondent felt that a question relating to their own level of musicality would be appropriate. The pilot responses provided the multiple choice style answers for the question relating to the help and guidance teachers felt they needed to deliver the music National Curriculum.

Having made refinements to the questionnaire in the light of comments received, the author experimented with various layouts and then produced the required number of copies. A short covering letter was added to the top of the questionnaire explaining the aims and objectives of the survey and thanking them for their time, which was greatly appreciated. The questionnaires were then hand delivered to the respective schools in July 1995 (Appendix 1).

The Head Teacher's Open-ended Questionnaire

This questionnaire is to be an adaptation of that devised by Taylor (1986) aimed at seeking head teacher's views on scale posts and teacher expertise in the primary school. It will include open-ended questions to enable the



head teachers to comment on the issues being discussed. The author wishes to investigate whether head teachers have different perceptions as to what a curriculum co-ordinator should do compared with the co-ordinator's perceptions.

The questionnaire was piloted at the author's school in May 1995. The format and content was discussed and the only refinement felt necessary was to the layout and overall presentation in keeping with the other questionnaire. A short covering letter was added explaining the aims and objectives of the survey and then copied and distributed to the respective schools in July 1995 (Appendix 2).

The Semi-structured Interview Schedule

This schedule is to be used with the music co-ordinators of the sample schools. The author brainstormed the issues that needed to be addressed relating to the music co-ordinator's role in school while considering those questions asked of curriculum co-ordinators in the questionnaire. The questions were then ordered in a progressive way. The questions were open-ended so giving the respondents the opportunity to elaborate further if they so desired.

The pilot was run on two colleagues from schools outside the actual sample in May 1995. The interviews were conducted in a very informal manner at their homes. The author was able to make detailed notes rather

than record the interview, as it was felt that the presence of a tape recorder would be inhibiting. The pilot interviews were successful and did not highlight any ambiguous questions or phraseology. The actual interviews occurred in July 1995 (Appendix 3).

The Sample Selection

The sample size for this study was constrained in terms of time, funding and access. Ideally, the author would have surveyed the ten schools within the local cluster but, while this would have been highly desirable in terms of the data obtained, the timescale involved made it impracticable. It was initially decided to use the smaller sub-cluster of four schools, which were in the immediate locality of the author's school. It was thought that four schools would provide manageable and useful data.

Cohen and Manion (1994) suggested that a sample size of thirty is the minimum if there is to be some form of statistical analysis. The questionnaire would, in fact, be going to thirty nine teachers, not including the head teachers and music co-ordinators. With there being four schools it would then involve interviews with four music co-ordinators and the views of four head teachers. The latter data would therefore be analysed by hand.

The sample chosen is a non-probability sample, in that the author has deliberately selected a particular selection of the teaching population as a matter of convenience. It will not be possible, using this sample, to make generalisations about the perceptions and views of the wider teaching population but to comment on and discuss the trends and findings of this particular sample of teachers. By July 1995 the questionnaires were ready to be distributed to the four schools. The author contacted the schools again and two of the four were unwilling to “pressurise” their staff due to OFSTED inspections, parent evenings, report writing and the end of term. The author contacted two friends who were head teachers and they were willing for their staff to complete the questionnaires. This meant there were now only thirty six teachers to be surveyed instead of the original thirty nine.

Data Analysis

The author used the computer package SPSS (the Statistical Package for the Social Sciences) for the data analysis, so it was necessary to code the questionnaires appropriately.

Procedures

Initially the author had approached the four head teachers about conducting a survey of their staff while at a cluster professional development day in February 1995. All were very interested about the

aims of the research and gave permission for the author to visit their schools and talk to their staff about the questionnaire. By the time the instruments had been piloted, refined and produced it was July 1995. As discussed previously, problems arose so it became necessary to make alternative arrangements and a slightly reduced sample size was surveyed - thirty six as opposed to thirty nine. This number meant that the sample size was still large enough to justify statistical analysis once the data has been collected.

Times were arranged for the author to meet the head teachers at their respective schools, and to go through both questionnaires and interview schedule so that they were fully aware of what their staff were being asked. Following the meeting with the head teachers, the author was introduced to the staff and able to explain the purpose of the questionnaire.

Three of these meetings took place after school in their staff meetings and the fourth at a lunchtime, with the author being released half an hour early for lunch time. Each respondent was provided with an envelope for the return of the questionnaires and arrangements were made for their collection. On collecting the envelopes each school received a box of chocolate biscuits as a token of appreciation for their time and effort.

Two of the head teachers talked through the completion of their questionnaires and one got quite involved, providing sheets of guidelines that his co-ordinators are expected to follow.

Times were arranged for the interviews with the music co-ordinators. Two of them offered to do the interviews while the rest of the staff were completing their questionnaires. Interviews were conducted in their classrooms at the children's desks sitting alongside one another. It was very relaxed and ended with a general discussion about music policies in the different schools and the Music Advisor. One arranged for an alternative night at her home whilst the fourth apologised and said she was busy getting ready for a huge end of term production so did not have time for an interview but could answer the questions in her own time and post them on, which she did.

Response Rate

The overall response rate for the questionnaires was 86.1% (31/36). Two schools had a 100% response rate, one school had an 87.5% response rate but, unfortunately, one school only had a 42.8% response rate. This school had recently had an OFSTED inspection, the head teacher had forgotten about the lunchtime meeting that had been arranged and he had not told his staff about the questionnaire. This head teacher was most apologetic when he arrived, fifty minutes late, and then proceeded to have his dinner.

He left the author in the strange staffroom to introduce herself and explain the aims and purpose of the survey to a small proportion of the staff. They promised to pass on the copies of the questionnaire to their absent colleagues, but, even after a follow-up call to the school, only three of the teacher questionnaires were completed.

This gave a total of thirty one completed questionnaires being returned which was still large enough to justify statistical analysis.

Chapter 5

Data Analysis : 1

Class Teachers & Co-ordinators

The purpose of this chapter is to examine the data obtained through the questionnaires and interviews in order to address the research questions arising from the literature review including :

- How is the role of the curriculum co-ordinator perceived within the primary school?
- Do these perceptions differ depending on the position held in school, the Key Stage taught and the length of time in teaching?
- How confident do teachers feel about delivering the music National Curriculum?
- What training have curriculum co-ordinators received for the role?
- What problems have been encountered by the curriculum co-ordinators?
- Do music co-ordinators face the same problems or are their problems of a different nature?
- Is there a place for subject specialist teaching in the primary school?
- What factors influence the effectiveness of the curriculum co-ordinator role?
- How do curriculum co-ordinators feel their role can be utilised more effectively in the primary school?

In this chapter the author will start by summarising the characteristics of the sample of teachers who completed the questionnaire. The author will then proceed to examine the data relating to the first three research questions detailed above to discover if any significant factors emerge from the responses obtained (ie. whether or not the perceptions of the curriculum co-ordinator role differ depending on the three variables from Part A of the teachers questionnaire - time teaching, key stage taught, position in school).

The questionnaire was delivered to thirty six teachers in four schools. Tables 5.1, 5.2 and 5.3 summarise the characteristics of the thirty one respondents.

Table 5.1 Sample Characteristics

Time in Teaching	Male	Female	Total N = 31
0-5 years	1	8	9
> 5 years	3	19	22

Table 5.2

Key Stage Taught	Male	Female	Total N = 31
Key Stage 1	0	15	15
Key Stage 2	4	12	16

Table 5.3

Position in School	Male	Female	Total N = 31
Senior Teacher	2	12	14
Main Professional Grade	2	15	17

From the above tables it can be seen that of the thirty one respondents four (12.9%) were male and twenty seven (87.1%) were female; nine (29%) had been teaching for up to five years and twenty two (71%) had been teaching for more than five years; fifteen (48.4%) taught at Key Stage 1 and sixteen (51.6%) taught at Key Stage 2; fourteen (45.2%) were senior teachers and seventeen (54.8%) were main professional grade teachers. These characteristics are also displayed graphically (see Appendix 4). The sample chosen was a non-probability sample, as opposed to a random sample. Therefore this sample could be taken to be representative of the population surveyed but not of the population nationally.

Table 5.4 is ranked so that the statements receiving the strongest agreement from the respondents are at the top of the table and vice versa.

The nine statements relating to the perceptions of the role of the curriculum co-ordinator fall into two categories; statements 5, 7, 9, 11 and 12 relate to the promotion of subject specialism as the way forward and statements 6, 8, 10 and 13 advocate the role of the subject co-ordinator. From Table 5.4 the responses received, with the exception of statement 7, do fall into these two groups. It would therefore suggest that the teachers surveyed, on the whole, perceive the role of the curriculum co-ordinator positively - as the way to progress as opposed to that of the subject specialism teaching. Statements 6 and 10 state virtually the same and their mean responses of 1.71 and 1.74 are very close, indicating a certain degree of internal validity. T-tests to compare the relevant means appear in Tables 5.5, 5.6 & 5.7.

Table 5.4 Rank order of mean scores of Teachers' perceptions of the need for Curriculum Co-ordination and Subject Specialist Teaching (N = 31)

Rank	Statement	Statement No.	\bar{x}	SD	Range of Responses
1	Teachers welcome help in areas where they lack confidence	8	1.45	0.51	1-2
2	All teachers have talents which should be used throughout school	7	1.55	0.51	1-2
3	The curriculum co-ordinator is essential to sound educational practice	6	1.71	0.46	1-2
4	The curriculum co-ordinator is an essential resource in the primary school	10	1.74	0.51	1-3
5	Informal contact facilitates the seeking and giving of advice	13	2.03	0.55	1-3
6	No teacher can expect to cover the whole curriculum effectively	5	2.17	0.46	1-3
7	There is scope for teachers to teach subject rather than whole class	9	2.48	0.72	1-4
8=	Specialist teaching is the only way to cover curriculum adequately	11	2.7	0.62	2-4
8=	Only an expert can guide children to full understanding	12	2.77	0.67	1-4

- 1 - Strongly agree
 2 - Agree
 3 - Disagree
 4 - Strongly Disagree

With responses of 1, 2, 3 or 4 the data obtained are discrete. From the data and standard deviations obtained for this research a standard deviation of 0.51 or less can be considered to indicate a small range of values either side of the mean. For example in statement 6 the mean is given as 1.71 with a SD of 0.46. This suggests a small range centred around 1.71, in other words perhaps a response of either 1 or 2.

From Tables 5.5, 5.6 & 5.7, it can be seen that the variable which has produced the greatest difference in mean response is that of the length of time in teaching. Statement 5 gave a difference in mean rating of over 0.5. Those respondents who had been teaching between 0-5 years tended towards disagreeing with the statement that "No teacher can expect to cover the whole curriculum effectively" with a mean response of 2.56 whereas those with over five years experience tended to agree with the statement with a mean response of 2.00. This would suggest that, from the data obtained, the more newly qualified teachers feel more confident about being able to cover the whole curriculum effectively compared to those teachers with more experience. Statement 8's responses would suggest that newly qualified teachers tend to accept help slightly more readily than the more experienced teachers with mean responses of 1.33 and 1.50 respectively. The responses obtained for Statement 12 do not indicate an obvious difference in opinion depending on the length of time spent in teaching.

Before the T-test can be performed it is necessary to test whether the variances of the two groups in question are significantly different. This is because there are two different formulae depending on equal or unequal variances. Levene's Test for Equality of Variances indicates whether there are significant differences between the variances. The criteria to be used for the purpose of this research will be $p < 0.05$. Where Levene's Test has a result of $p < 0.05$ it shows that there is a significant difference between the variances of the two samples. Hence, it is not possible to assume they are equal so the T-test for Unequal Variances is used. Where Levene's Test has a p value which is greater than $p < 0.05$ it shows that it is not possible to assume there is significant difference between the variances so the T-test for Equal Variances is used. Levene's Test for Equality of variances showed that in the majority of cases there were relatively few significant differences. The main exception being the first statement in Table 5.5, followed by the second and sixth and also the first statement in Table 5.6. The equations used for the T-tests can be seen in Appendix 5. These equations give the T-value shown in Tables 5.5, 5.6 and 5.7.

From the Tables 5.5, 5.6 & 5.7 it can be seen that, with the exceptions of statement 5, 6 and 10; Table 5.5 and statement 5; Table 5.6, there are no significant differences between the mean responses in relation to the length of time spent in teaching, Key Stage taught and the position held in the school.

Table 5.5 T-Test to compare the mean ratings (Time Teaching)

Statement No.	Statement	\bar{x} N = 9 0-5 yrs (SD)	\bar{x} N = 22 >5 yrs (SD)	t value (d.f)	p
5	No teacher can expect to cover the whole curriculum effectively	2.56 (.53)	2.00 (.32)	2.94 (10)	<.001
6	The curriculum co-ordinator is essential to sound educational practice	1.44 (.53)	1.82 (.39)	-1.92 (11)	<0.03
7	All teachers have talents which should be used throughout school	1.33 (.50)	1.64 (.49)	-1.55 (29)	NS
8	Teachers welcome help in areas where they lack confidence	1.33 (.50)	1.50 (.51)	-0.83 (29)	NS
9	There is scope for teachers to teach subject rather than whole class	2.33 (.87)	2.55 (.67)	-0.73 (29)	<0.03
10	The curriculum co-ordinator is an essential resource in the primary school	1.67 (.71)	1.77 (.43)	-0.42 (10)	NS
11	Specialist teaching is the only way to cover curriculum adequately	2.89 (.78)	2.73 (.35)	0.66 (29)	NS
12	Only an expert can guide children to full understanding	2.78 (.83)	2.77 (.61)	0.02 (29)	NS
13	Informal contact facilitates the seeking and giving of advice	1.78 (.44)	2.14 (.56)	-1.71 (29)	NS

(NS = Not Significant)

Table 5.6 T-Test to compare the mean ratings (Key Stage taught)

Statement No.	Statement	\bar{x} N = 15 KS1 (SD)	\bar{x} N = 16 KS2 (SD)	t value (d.f)	p
5	No teacher can expect to cover the whole curriculum effectively	2.07 (.26)	2.27 (.59)	-1.20 (19)	<.001
6	The curriculum co-ordinator is essential to sound educational practice	1.75 (.45)	1.67 (.49)	0.50 (29)	NS
7	All teachers have talents which should be used throughout school	1.50 (.52)	1.60 (.51)	0.54 (29)	NS
8	Teachers welcome help in areas where they lack confidence	1.44 (.51)	1.47 (.52)	-0.16 (29)	NS
9	There is scope for teachers to teach subject rather than whole class	2.44 (.81)	2.53 (.64)	-0.36 (29)	NS
10	The curriculum co-ordinator is an essential resource in the primary school	1.88 (.50)	1.60 (.51)	1.52 (29)	NS
11	Specialist teaching is the only way to cover curriculum adequately	2.69 (.60)	2.87 (.63)	-0.80 (29)	NS
12	Only an expert can guide children to full understanding	2.81 (.66)	2.73 (.70)	0.32 (29)	NS
13	Informal contact facilitates the seeking and giving of advice	2.06 (.44)	2.00 (.65)	0.31 (29)	NS

Table 5.7 T-Test to compare the mean ratings (Position in School)

Statement No.	Statement	\bar{x} N = 14 Snr (SD)	\bar{x} N = 17 MPG (SD)	t value (d.f)	p
5	No teacher can expect to cover the whole curriculum effectively	2.15 (.38)	2.18 (.53)	-0.13 (28)	NS
6	The curriculum co-ordinator is essential to sound educational practice	1.71 (.47)	1.71 (.47)	0.05 (29)	NS
7	All teachers have talents which should be used throughout school	1.57 (.51)	1.53 (.51)	0.23 (29)	NS
8	Teachers welcome help in areas where they lack confidence	1.43 (.51)	1.47 (.51)	-0.23 (29)	NS
9	There is scope for teachers to teach subject rather than whole class	2.50 (.52)	2.47 (.87)	0.11 (29)	NS
10	The curriculum co-ordinator is an essential resource in the primary school	1.57 (.51)	1.88 (.49)	-1.73 (29)	NS
11	Specialist teaching is the only way to cover curriculum adequately	2.17 (.47)	2.87 (.73)	-0.48 (29)	NS
12	Only an expert can guide children to full understanding	2.17 (.61)	2.82 (.73)	-0.45 (29)	NS
13	Informal contact facilitates the seeking and giving of advice	2.07 (.62)	2.00 (.50)	0.36 (29)	NS

Tables 5.8a & 5.8b compare teachers' levels of confidence to deliver the national curriculum and their perception of the clarity of the national curriculum documents, with the length of time spent in teaching. The mean results would indicate that the length of time spent teaching does not substantially affect the responses given although in 7 out of 8 of the categories, teachers with less than five years experience gave a slightly more positive response. The exception was their confidence to deliver the Science national curriculum, although the difference is minimal.

The widest disparity between means arises in their confidence to deliver the Language National Curriculum, where those teachers who had been

teaching for less than five years felt more confident (1.22) than those with more experience (1.57) - a difference of 0.35. The standard deviations are all relatively small suggesting a small range of responses. There are, however, two exceptions where the standard deviations were greater than 0.7. This occurred for the responses obtained from teacher's with less than five years experience for the subjects of mathematics and music. A standard deviation of 0.76 and 0.71 would suggest a disagreement between the responses within this group of respondents. The results given in Table 5.8a would indicate that the teacher's surveyed felt very confident in delivering the Language and mathematics National Curriculum, reasonably confident in delivering science and that they lack confidence when it came to music. The results were similar for the clarity of the National Curriculum Documents in that Language was the most clear and music least clear.

Tables 5.9a & 5.9b compare confidence and clarity with the Key Stage taught. The mean results would indicate that the Key Stage 2 teachers were slightly more confident at delivering the core curriculum (Language, mathematics and science) but that the Key Stage 1 teachers felt marginally more confident when it came to the music National Curriculum.

The standard deviations are all relatively small suggesting a small range of responses. The one exception was the confidence of Key Stage 2 teachers to deliver the science National Curriculum. Key Stage 1 teachers had a standard deviation of 0.38 but Key Stage 2 teachers had an standard deviation of 0.74. This would suggest that the Key Stage 1 teachers surveyed agreed more closely about their levels of confidence to deliver the science National Curriculum unlike the Key Stage 2 teachers.

The results given in Table 5.9a would indicate that Key Stage 1 teachers felt most confident about teaching Language and least confident about music and that the Key Stage 2 teachers felt more confident about teaching mathematics and least confident about music.

Tables 5.10a & 5.10b compare confidence and clarity with the teachers position in school. The mean results would indicate that the senior teachers had a higher level of confidence than main professional grade teachers.

The widest disparity between means occurs in their confidence to deliver the science curriculum. Senior teachers had a mean of 1.57 while MPG teachers had a mean of 2.07 - a difference of 0.50.

Again the standard deviations are relatively small and suggest a general consensus within the two sets of respondents. However, there is some disagreement between the mean response received for science ie. senior teachers 1.57 and MPG teachers 2.07.

The results given in Table 5.10a would indicate that the teacher's surveyed felt most confident about delivering the National Curriculum for Language and least confident about music, regardless of their position within their school.

The greatest difference in the mean levels of confidence occurred for the position held in school (Table 5.10a) where the total difference between the four subjects was 1.22; next came the levels of confidence depending on the Key Stage taught (Table 5.9a) where the total difference between the four subjects was 1.02. The length of time spent in teaching (Table 5.8a) produced the smallest difference between the four subjects of 0.63. Graphs displaying the results of Tables 5.8, 5.9 & 5.10 can be found in Appendix 6.

Once again Levene's Test for Equality of Variances was used using a criteria of $p < 0.05$ to indicate whether there were any significant differences between the variances. From the results given in Tables 5.8a, 5.8b, 5.9a, 5.9b, 5.10a and 5.10b there are four results highlighting a

significant difference between the variances of the two samples; namely the teachers' confidence to deliver the language National Curriculum and the time spent teaching; the clarity of the science National Curriculum text and the time spent teaching; the teachers' confidence to deliver the science National Curriculum and the key stage taught; the clarity of the mathematics National Curriculum text and the position held in school.

Table 5.8a T-Test to compare Teachers' confidence to deliver the National Curriculum versus time spent teaching (N = 31)

	Language	Mathematics	Science	Music
0-5 yrs N = 9 (SD)	1.22 (.41)	1.50 (.76)	1.83 (.64)	2.33 (.71)
>5 yrs N = 22 (SD)	1.57 (.51)	1.60 (.50)	1.81 (.60)	2.50 (.51)
t - value (d.f.)	-1.90 (17)	-0.41 (26)	0.26 (27)	-0.74 (29)
p	<0.02	<0.10	<0.88	<0.18

Table 5.8b T-Test to compare Teachers' perceptions of the clarity of the National Curriculum texts versus time spent teaching (N = 31)

	Language	Mathematics	Science	Music
0-5 yrs N = 9 (SD)	1.22 (.44)	1.44 (.53)	1.56 (.53)	2.11 (.60)
>5 yrs N = 22 (SD)	1.79 (.42)	1.74 (.45)	1.95 (.40)	2.43 (.51)
t - value (d.f.)	-3.29 (26)	-1.52 (26)	-1.97 (12)	-1.49 (29)
p	<0.89	<0.16	<0.02	<0.03

Table 5.9a T-Test to compare Teachers' confidence to deliver the National Curriculum versus Key Stage taught (N = 31)

	Language	Mathematics	Science	Music
Key Stage 1 N = 15 (SD)	1.50 (.52)	1.79 (.58)	2.00 (.38)	2.38 (.50)
Key Stage 2 N = 16 (SD)	1.43 (.51)	1.36 (.50)	1.64 (.74)	2.53 (.64)
t - value (d.f.)	0.38 (28)	2.10 (26)	1.61 (18)	-0.77 (29)
p	<0.58	<0.92	<0.00	<0.23

Table 5.9b T-Test to compare Teachers' perceptions of the clarity of the National Curriculum texts versus Key Stage taught (N = 31)

	Language	Mathematics	Science	Music
Key Stage 1 N = 15 (SD)	1.63 (.50)	1.69 (.48)	1.81 (.40)	2.31 (.48)
Key Stage 2 N = 16 (SD)	1.58 (.51)	1.58 (.51)	1.83 (.58)	2.36 (.63)
t - value (d.f.)	0.22 (26)	0.55 (26)	-0.11 (26)	-0.22 (28)
p	<0.68	<0.33	<0.36	<0.16

Table 5.10a T-Test to compare Teachers' confidence to deliver the National Curriculum versus position held in School (N = 31)

	Language	Mathematics	Science	Music
Snr Teacher N = 14 (SD)	1.36 (.50)	1.38 (.51)	1.57 (.51)	2.36 (.63)
MPG N = 17 (SD)	1.56 (.51)	1.73 (.59)	2.07 (.59)	2.53 (.51)
t - value (d.f.)	-1.11 (28)	-1.66 (26)	-2.39 (27)	-0.84 (29)
p	<0.41	<0.87	<0.35	<0.43

Table 5.10b T-Test to compare Teachers' perceptions of the clarity of the National Curriculum texts position held in School (N = 31)

	Language	Mathematics	Science	Music
Snr Teacher N = 14 (SD)	1.50 (.52)	1.42 (.51)	1.75 (.45)	2.23 (.60)
MPG N = 17 (SD)	1.69 (.48)	1.81 (.40)	1.88 (.50)	2.41 (.51)
t - value (d.f.)	-0.99 (26)	-2.20 (20)	-0.68 (26)	-0.90 (28)
p	<0.19	<0.03	<0.70	<0.90

Table 5.11 ranks the perceived competence levels required by class teacher's depending on whether there is a subject specialist available to teach that subject.

From the table, Language, mathematics and science are perceived as requiring a very good level of competence which would possibly suggest that class teacher's had developed the necessary confidence to deliver the core National Curriculum subjects. The foundation subjects were perceived as requiring a satisfactory level of competence with the exception of music where the mean results were above 2.00 indicating that some of the teachers felt that it was not necessary to be competent with the music National Curriculum if a subject specialist was available to teach their classes.

Table 5.11 Perceived Level of Competence required by Class Teachers

National Curriculum Subject	Total \bar{x}	Time in Teaching		Key Stage Taught		Position held in School	
		0-5 yrs	> 5 yrs	KS1	KS2	Snr	MPG
Language	1.19	1.13	1.23	1.13	1.27	1.29	1.12
Mathematics	1.32	1.25	1.32	1.31	1.33	1.36	1.29
Science	1.45	1.38	1.45	1.44	1.47	1.50	1.41
History/Geography	1.87	1.63	1.95	1.94	1.80	1.79	1.94
RE	1.94	1.75	2.00	1.88	2.00	1.86	2.00
PE	1.94	1.88	1.95	2.00	1.87	2.00	1.88
Art	1.97	1.88	2.00	1.88	2.07	1.86	2.06
IT/DT	2.00	2.00	2.00	1.94	2.07	2.00	2.00
Music	2.16	2.13	2.18	2.00	2.33	2.14	2.18

- 1 - A very good level of competence required
 2 - A satisfactory level of competence required
 3 - Competence not required if a subject specialist is available

Tables 5.8, 5.9 and 5.10 showed music to be a subject where class teachers had low levels of confidence. This, in conjunction with the perceived competence levels for music, could justify why subject specialist teaching is advocated rather than the class teacher working together with the music co-ordinator.

A greater volume of data may have proved to be more conclusive as the lack of data could possibly have lessened the effect. For example, Tables 5.5, 5.6 and 5.7 may have shown differing opinions between the variables and more significant differences may have become apparent.

The data relating to the first three research questions detailed at the beginning of this chapter were analysed through the responses obtained using the Statistical Package for the Social Sciences (SPSS) and elicited

quantitative data. The remaining research questions are concerned with data of a more qualitative nature.

The respondents were asked to outline their perceptions of the role and responsibilities of the curriculum co-ordinator. A wide range of co-ordinator responsibilities was highlighted by the respondents. The main one was the ordering of appropriate resources within a given budget for that particular subject area and to keep track and maintain them throughout the school. All thirty one respondents made reference to the importance of resources. Thirty respondents felt that part of the role of the curriculum co-ordinator was to oversee and take a lead in the formulation of policy and practice of their curriculum area throughout the school and so help develop the whole school policy, although one teacher highlighted that their role is to co-ordinate policy decisions not to make them in isolation.

Seventeen of the teachers surveyed felt that it was up to the co-ordinator to offer practical demonstrations, to be a good practitioner, reflecting good practice by example. The same number of respondents were acting as team leaders and worked alongside their colleagues through workshops, staff meetings and personal development days, being available and accessible for teachers seeking advice and guidance.

Fifteen of the teachers surveyed made reference to the co-ordinator being responsible for monitoring their subject throughout the school, keeping up to date with the new material that was available, to motivate staff through curriculum development, disseminating information and to have a clearly defined overview of their subject area. It was also felt that it was the responsibility of the co-ordinator to attend the appropriate courses for their personal development.

The following statements were referred to by fewer than five of the respondents.

- That co-ordinators should check for the appropriate differentiation within their subject and aid with the assessment procedures where necessary.
- That they should help with the formulation of Individual Education Plans for children with special Educational Needs for their area of specialism.
- That co-ordinators should act as both trouble-shooters and the spokesperson for their subject area within the school.

One respondent also felt that there could be a place for limited subject specialist teaching by the co-ordinator.

In the following section the author will examine the specific issues raised by the research questions, starting with the training the different curriculum co-ordinators received for their role in school, if in fact they received any at all.

What Training was received for the Co-ordinator Role?

The respondents of the questionnaire were requested to indicate what training they had undertaken for their role of co-ordinator. The training available takes a variety of forms; a twenty day INSET course, a one day course, twilight courses, while at college or not training at all.

Of the thirty one respondents, eleven said they had received no training whatsoever for their curriculum co-ordinator role. Of the remaining twenty respondents, the amount of training received varied considerably.

Thirteen indicated that they had attended one day courses, twelve had attended twilight courses, six had been on the twenty day INSET courses and four acknowledged that they had received some training whilst at college. The question is raised as to which subjects was the training given.

Table 5.12 summarises the responses received from the sample of teachers surveyed. PE and history co-ordinators received the least input through organised courses, while mathematics and Language co-ordinators benefited from five twenty day INSET courses. Two IT and RE co-ordinators also attended a twenty day INSET course, part of which investigates the role and responsibilities of the curriculum co-ordinator in the primary school. Geography and art fared relatively well on courses attended by co-ordinators.

Overall, the more substantial courses (ie. the twenty day INSET) were aimed at the core subject co-ordinators as opposed to the foundation subject co-ordinators, reflecting the balance of the National Curriculum.

Most of the teachers surveyed were co-ordinators for at least one curriculum area, some being responsible for two or three subjects plus another area such as business links or home liaison. This is an inevitable state of affairs, particularly in smaller schools where the number of areas requiring a co-ordinator far outnumber the number of staff in the school. This can lead to problems for the co-ordinators and is the next issue to be addressed from the data obtained.

Table 5.12 Curriculum Co-ordinators who received generic training for their role within the Primary School

Type of Course	Co-ordinated Subject Area								
	Language	Mathematics	Science	IT/DT	Geography	History	Art	RE	PE
20 day INSET	3	2	0	1	0	0	0	1	0
One day	3	2	0	3	2	1	2	0	0
Twilight	1	1	2	2	3	0	2	1	0
College	1	0	1	0	0	0	1	1	0

What problems have been encountered by the co-ordinators?

The major problem perceived by the curriculum co-ordinators is the lack of worthwhile time to fulfil their role expectations. Nineteen of the thirty one respondents cited time (or lack of it) as a huge problem - it appeared top of the list of problems in most cases.

One teachers' response was :

"There should be time and opportunity for the subject co-ordinator to track their subject throughout the school to observe what is actually happening and more time to support the staff, but not snatched times at break and after school."

Regular non-contact time is obviously an ideal but it needs to be planned. Seven teachers stated that their head teachers provided some degree of non-contact time, but with their increased commitments this was not provided on a regular basis and was not therefore really effective.

One teacher felt that insufficient time was given in staff meetings to discuss things properly and systematically. She found that decisions were made regarding her subject area with no consultation and that ideas and resources were implemented from within the hierarchy of which she had no knowledge. Three teachers felt that time should be allocated within the school day for the writing of policies and schemes. They felt that being expected to write these documents at home was unreasonable, in addition to the work already being done.

"The writing of schemes and policies is not something you can do while the children are doing French for half an hour a week".

Lack of funding was the second most common problem cited by the co-ordinators (mentioned by twelve of the thirty one respondents). Low funding had an adverse effect on both the staffing and resourcing of a school. With a more plentiful supply of money, the first problem of a shortage of time could be overcome but there are very few schools with the luxury of being able to afford a supply teacher in order to release the subject co-ordinators on a regular basis as suggested by the respondents. Is a supply teacher however the best solution to the problem of time? Would not the appointment of a 'floating' teacher, for example, be a more satisfactory solution where they could have a regular commitment to a class so ensuring a certain degree of continuity within the school? This will be discussed further in Chapter 7. A major contributing factor is the lack

of appropriate resources for each particular subject area. For a subject to be taught effectively there needs to be the relevant resources, but when co-ordinators have a tight budget to spend then it becomes necessary to prioritise and colleagues do not always feel that the money has been wisely spent. One teacher commented that her budget allocation was in fact spent by others (in her opinion unwisely) which left her subject area under resourced for the whole year.

Another teacher remarked that co-ordinators had a conflict of interest when it came to finances. For example, they may be the geography co-ordinator, but as a class teacher they might be desperate for history resources for use within their classroom. They would therefore prefer extra funding for history rather than their own curriculum area.

Funding also influences the amount of courses co-ordinators are able to attend during a year. Many teachers find themselves appointed as a subject co-ordinator for a subject they are not a specialist in. It is therefore essential for co-ordinators to be offered the opportunity to attend courses in order to develop their own expertise and overcome some “feelings of inadequacy”.

Another of the problems perceived by the co-ordinators surveyed is that of the lack of interest displayed by colleagues towards their subject area.

There can be vast differences between the co-ordinators' own ideas about their role and how others view it. Teachers approach all subjects from differing angles. The co-ordinator has to be prepared to listen to and encourage others in a diplomatic way. For this to be effective it is necessary for the co-ordinator to possess excellent communication and interpersonal skills which do not always come naturally.

One respondent pointed to the differences between what teachers say they are doing and what they are actually doing in reality within their classrooms. The same teacher continued by questioning whether she had sufficient "clout and respect" amongst colleagues when it came to requesting ideas and suggestions to be implemented within the school. This is quite alarming since the teacher concerned is the co-ordinator for Science, Maths KS1, Special Needs and is the Deputy Head Teacher as well. Many teachers feel that they too are experts in certain curriculum areas and so it is essential that the co-ordinator is both sure and up to date with his/her subject knowledge. The most effective way forward is suggested as:

*"teaching through example rather than lecturing.
This tends to be accepted much more willingly and
ideas will then be implemented more successfully
within a positive atmosphere."*

Two respondents made reference to the competitive element with some staff, with the co-ordinators' suggestions being taken as a personal attack on their professional conduct. Other teachers were reluctant to accept

innovations, scared to move ahead and develop in line with the guidelines adopted by individual schools.

The final problem raised by the respondents was the difficulty in keeping track of the resources for each subject.

“Some staff do not like recording the resources they borrow from a central area and then they forget to return them, so they get lost.”

There were some complaints about colleagues who “stored” resources so that others had to go without whilst they had an “Aladdin’s cave” in their classrooms.

The respondents were asked whether they felt that the role of the curriculum co-ordinator was being used effectively within the primary school. Thirteen of those surveyed responded positively but thought that more could be done to further increase the effectiveness of the role. Many of the suggestions given are directly related to the perceived problems faced by the curriculum co-ordinators and if these could be solved then perhaps co-ordinator effectiveness would increase as a matter of course.

How can co-ordinator effectiveness be increased?

Time was cited as the best way to increase the effectiveness of the curriculum co-ordinator role. Twenty seven of the thirty one respondents

stated that by having regular non-contact time their effectiveness within their school would increase.

Teachers wanted time made available in order for them to observe the work being carried out in the various classes throughout the school, to give them the opportunity to work alongside staff on a continuous basis to aid progression and track their subject through the Key Stages. Time was also needed to enable teachers to meet across the Key Stages to aid the development of specific skills through the primary years. Time was needed to oversee the resources for each subject area, their appropriate usage and continued relevance. It was felt necessary for the curriculum co-ordinator to be able to talk with colleagues about specific areas, policy developments and schemes of work.

Teachers felt that curriculum co-ordinators needed a more specific role identification with clearly defined functions so that all the staff were fully aware of the expectations their school had for subject co-ordinators.

Four respondents were of the opinion that other teachers should attend relevant courses in order to offer support for the curriculum co-ordinators so that they were not working in isolation. However, it was felt that there was insufficient INSET available for teachers in the necessary areas. One key area that was felt to be lacking was the training available

skills do not always come naturally but were viewed as being vitally important for both effective and successful co-ordination to occur.

The co-ordinators also wanted the opportunity for a greater liaison with the other curriculum co-ordinators so that they could work together with common aims and objectives and be able to share worries and anxieties.

The teachers perceptions of the need for curriculum co-ordination and subject specialist teaching, in the main, supported the view of curriculum co-ordination as being the way forward, as opposed to that of subject specialist teaching. Yet, when questioned about the need to be competent in music, the respondents tended to advocate subject specialist teaching.

From the responses given the majority of teachers surveyed were of the opinion that a lack of time was the major problem affecting the effectiveness of the curriculum co-ordinator in the primary school. The respondents suggested that by simply affording co-ordinators extra time on a regular basis then the situation would be greatly improved. These points and others will be discussed more fully in Chapter 7.

Chapter 6

Data Analysis : 2

HeadTeachers & Music Co-ordinators

The purpose of this chapter is to start by examining the four head teachers' views regarding their perceptions of the role of the curriculum co-ordinator in the primary school in order to address the research questions outlined at the beginning of Chapter 5. The author will then continue by examining the responses gained from the interviews held with the music co-ordinators.

The Views of the Head Teachers on the role of Music Co-ordinator

The four head teachers completed a questionnaire (Appendix 2) to elicit their perceptions of the role of the music co-ordinator. Three of the four heads surveyed were male and for three this was their first headship and they had been in their posts for less than five years. As discussed in the Methodology chapter, the author decided to give the head teachers a questionnaire despite there being only a small number since the questionnaire was open ended and would yield rich qualitative data.

The Allocation of Allowances

The first question asked was related to the allocation of incentive allowances at their respective schools. Table 6.1 shows their respective responses.

Table 6.1 Allocation of Incentive Allowances

Area of Responsibility	School				Total
	A	B	C	D	
Teaching & Curriculum	√	√	√	√	4
Resources	√	√	√	√	4
Welfare and Liaison		√	√		2
Administration & Organisation		√	√		2
SEN & Assessment		√	√		2

All four head teachers indicated that incentive allowances were allocated for teaching and curriculum responsibilities and for resource responsibilities (see Table 6.1).

Two of the schools also allocated incentive allowances for welfare and liaison responsibilities, administrative and organisational responsibilities and for SEN and assessment responsibilities.

Where incentive allowances were for teaching and curriculum responsibilities the head teachers were requested to state for which areas they were given.

Table 6.2 illustrates that the head teachers surveyed for this research differed in their allocation of incentive allowances for curriculum responsibilities. Schools A and D allocated allowances for the core curriculum areas, whilst school C only offered an incentive allowance for design technology.

Table 6.2 Curriculum areas allocated Incentive Allowances

Curriculum Area	School			
	A	B	C	D
Language	✓			✓
Mathematics	✓	✓		✓
Science	✓			} One
DT			✓	
IT		✓		} Post
Geography		✓		
RE				} One
Art				
Music		✓		} Post
History				
PE				

Three of the four head teachers agreed in their expectations of curriculum co-ordinator responsibilities. Recipients were requested to indicate whether their co-ordinators were responsible for devising schemes of work, advising on teaching methods, advising on assessment or managing resources. Table 6.3 displays their responses.

Table 6.3 Co-ordinator Responsibilities

Responsibility of Co-ordinator	School			
	A	B	C	D
Schemes	✓	✓	✓	✓
Teaching Methods	✓	?	✓	✓
Assessment	✓		✓	✓
Resources	✓		✓	✓

Co-ordinator Training

The four respondents were of the opinion that co-ordinators should undertake a course of training for their expanding role but they differed as to the content of such a course. Head teacher A thought that co-ordinators should be trained in curriculum planning; assessment procedures; the management of resources; the management of people through the development of interpersonal skills.

Head teacher B thought that co-ordinators should be trained to be familiar with the skills necessary to satisfy the content of the National Curriculum; to be aware of the wide range of resources that are available for each subject; to be aware of different teaching styles; to manage resources effectively; to develop interpersonal relationships; to manage meetings and professional development; to be an exemplar practitioner.

Head teacher C thought that co-ordinators should ideally attend a 20 day course covering the devising of schemes of work, advising on teaching methods; advising on assessment, the managing of resources and the role of the curriculum co-ordinator in relation to OFSTED.

Head teacher D thought that co-ordinators should be taught how to gain an overview of their subject when time is limited and that awareness should be raised in that co-ordination does not mean sole responsibility for that subject area.

All four head teachers' felt that the responsibility for co-ordinator training should lie with the schools and the LEA. If necessary, outside agencies could be approached when the LEA could not provide adequate provision.

For the schools' part, there should be a partnership between the co-ordinator and the school management team to identify the needs of the school then for the co-ordinator to gather the appropriate LEA courses and INSET information, evaluate its appropriateness, attend those of relevance and then disseminate the relevant information to their colleagues.

The Role of the Curriculum Co-ordinator

There was some degree of consensus between the four head teachers in their views of the role of the curriculum co-ordinator in the primary school.

- They were of the opinion that the co-ordinator should have a clear overview of their subject area and ensure progression from reception to Year 6.
- They should have enthusiasm and expertise in their area and possess the ability to furnish the non-specialist with confidence to deliver the curriculum effectively.
- They should be able to give advice and take the lead in devising schemes of work, advising on teaching methods and assessment and in managing resources but they should not be totally responsible for that subject area.

- They should be able to provide effective INSET support for their colleagues and pull teams together with common objectives.

One of the head teachers' surveyed issues his co-ordinators with an outline of his expectations for them (see Appendix 7). The following summarises those expectations :

- The co-ordinator should devise sequential steps which promote continuity and coherence of their subject throughout the school.
- The co-ordinator should have a clear overview of their subject area and be able to identify the needs and areas of development for their school.
- The co-ordinator should monitor the provision of resources and maintain their appropriate levels.
- The co-ordinator should be instrumental in devising policy guideline documents and be able to offer advice to their colleagues.
- The co-ordinators' personal teaching should be the most important area of influence and the quality of such will determine how successful they are in promoting their curriculum area.
- The co-ordinator should consider how the range and quality of differentiation is monitored and assessed.
- The co-ordinator should promote a partnership between school and home.

This head teacher concludes with :

"Initiative, imagination, vitality and general optimism are important ingredients in the successful accomplishment of the role of curriculum co-ordinator. So too is the flexibility of mind and purpose to allow, in consultation with the head, for a variation in the nature and extent of responsibility to meet the gradual changing needs of the school, of the children within it and of society generally."

The Place for Subject Specialism

The respondents were requested to state their view on the place of subject specialist teaching in the primary school. All four stated that there was a place for it in the primary school but only in a very limited sense - perhaps for some aspects of the music National Curriculum. One head stated that care should be taken not to lose the primary ethos of teaching children not subjects. The question is raised "What do you teach children if you don't teach them subjects?". This view will be discussed in Chapter 7.

Increasing Co-ordinator Effectiveness

Again, the four respondents were in agreement in their views on how to increase co-ordinator effectiveness.

- Firstly, it was felt that funding should be increased as this would improve staffing levels in order to allow the co-ordinators time to fulfil their role expectations. Regular release time for the co-ordinator would

allow for their duties to be discharged in a proactive and effective manner.

- Secondly, it was felt that staff awareness should be raised of their own responsibilities so that subject co-ordination is better understood. This would of course depend on the perception of the head teacher and management team.
- Thirdly, co-ordinators need to acquire the necessary interpersonal relationship skills for dealing with colleagues in an effective manner. There is an element of leadership in all parts of responsibility, and some particular posts lay extra stress on this.
- Fourthly, it was felt that co-ordinator effectiveness could be increased through a relevant training programme thus preparing the co-ordinator fully for their role within the primary school.

The Perceptions of the Music Co-ordinator

Interviews were conducted with the music co-ordinators of the four sample schools and their responses to the questions on the interview schedule recorded (see Appendix 3). All four of the music co-ordinators were female with over five years of primary school teaching.

Of the four only one had been formally interviewed for the post of music co-ordinator and this only happened as part of her interview for the post

of head teacher in her particular school. One was offered an incentive allowance for instrumental tuition and felt that she ought to be responsible for the co-ordination of music throughout the school as well in order to be able to justify the allowance to colleagues and avoid bad feeling.

Areas of Responsibility

All four co-ordinators were responsible for other areas in addition to music.

The first was the head teacher, who was also responsible for RE throughout the school. The second was responsible for the lower/early years team, assessment and then music. The third was also responsible for Geography, Equal Opportunities and More Able Children. The fourth was also responsible for science and history at both Key Stage 1 and Key Stage 2.

Two of the co-ordinators had seen accurate job descriptions outlining their responsibilities, but stated that time constraints and lack of funding made it difficult to fulfil expectations. Two of the job descriptions were due to be updated in the near future, due to change in staffing and a reallocation of co-ordinators within their schools.

Extra-Curricular Activities

The time spent on extra curricular activities varied from co-ordinator to co-ordinator and depended largely on the time of year. Harvest, Christmas, Easter and the end of year concerts tended to involve many more hours of work. The average time spent each week ranged from two hours to less than thirty minutes. One co-ordinator ran the school choir after school, two recorder groups and two brass groups at lunchtimes. Two of the co-ordinators ran the school choir after school and the fourth was able to supervise extra curricular activities due to there being two other members of staff with some musical expertise. She is the head teacher.

All four co-ordinators made reference to music being a high profile subject within their schools when it came to public performances. The musical side of the Easter and Harvest services, for example, were highly valued and the parents had come to expect high standards. This in turn leads to increased demands being placed on the music co-ordinator to organise frequent and intensive rehearsals as events draw near.

Specialist Teaching

Three of the four co-ordinators' did some degree of specialist teaching within their schools.

One was released from her classroom responsibilities for two sessions a week in order to teach music to other classes, spending about four weeks with each class in the school. Two of the co-ordinators occasionally taught other class groups but in neither school was it a regular feature. The fourth co-ordinator did not teach any other class for music due to there being four other staff members with some musical expertise (although they were reluctant to admit it).

Role Expectations

All four interviewees felt that it was their responsibility to be instrumental in devising the music policy and scheme of work and to be able to advise on the National Curriculum Programmes of Study. They felt that they should be available to offer support and provide their colleagues with relevant information.

All four felt that music co-ordinators should oversee and co-ordinate whole school music activities, festivals and services and ensure the appropriate resources were available for all ages.

One co-ordinator made reference to the importance of running PD days for staff to alleviate any fears they might have about delivering the music National Curriculum effectively and also to inform the School Governors

about the implementation of the music scheme of work at their school. One reference was made to co-ordinators setting an example through their own teaching.

Offering Help & Guidance

The co-ordinators were asked whether they had been able to help and guide colleagues in delivering the requirements of the music National Curriculum.

All four felt that Music was the one area that teachers tended to shy away from. Two of the co-ordinators would like to think that they had some influence on their colleagues' music teaching. One felt that she had written user-friendly guidelines and had run a PD day on how to implement them in a successful and progressive way. She said that most of the staff were trying to follow them and were now less afraid of the music document.

The fourth co-ordinator did not feel that she had any influence over colleagues as they worked in teams. The Y3 and Y4 classes used television programmes and the Y5 and Y6 classes did composition. She felt confident that everyone was "having a go to some degree".

They all felt that they had been able to guide their colleagues in delivering the music National Curriculum but that so far insufficient time had been set aside in order to support staff. In one school the staff were beginning to consider the music National Curriculum and as a result the Y5 and Y6 classes were becoming more organised. Key Stage 1 teachers' were implementing a Jan Holdstock Scheme and using the Marshall Cavendish publication "Music Box" for music appreciation. It was hoped that the music curriculum would become more structured and topic related.

They were also asked how they felt they were viewed by their colleagues. Two said that they were someone colleagues could approach for advice about music just as they would approach the other subject co-ordinators. One said that they all worked well together with her as team leader, as opposed to the music co-ordinator, and the fourth said that she thought her colleagues viewed her as someone who was very busy.

Problems Encountered

All four of the schools surveyed had other staff members with an interest in music in addition to the music co-ordinator. For two of the co-ordinators this had caused problems of varying degrees.

One stated :

"When I was first appointed the head kept coming into the staffroom saying how excited he was about having a music specialist on the staff as nothing had been done before and that music was going to become a high profile subject. After two and a half weeks one of the other teachers came up and said that she'd been running a choir and teaching recorders at lunchtimes. I managed to get her on side and we work well together on all musical ventures - but it was very embarrassing."

Another 'shared' the choir with another teacher which had led to differences of opinion over what should be done.

All four cited a lack of time as a major problem in fulfilling their role expectations effectively. One referred to the problem of keeping the interest of the Y6 children and she found it difficult to keep singing going with the older children. She also felt that it was very difficult to organise and produce worthwhile compositions due to the intensive resourcing required, the supervision of groups and suitable available spaces for such activities due to the volume of noise inevitably produced.

Co-ordinator Training

Three of the four co-ordinators' had been to music college but did not receive specific training for their role as co-ordinator/post holder. Two felt that their experience of actually being the music co-ordinator had

furnished them with a certain degree of training - being trained on the job so to speak. The most recently qualified co-ordinator followed a four year music course with no input in relation to the music National Curriculum proposals/expectations, nor to managing people or role responsibilities.

The fourth co-ordinator was given the role because of her own personal interest in music (playing piano to Grade 6 and knowing the basic recorder techniques). She did not study music at college but had been able to attend some music courses.

The four co-ordinators had differing opinions as to whether there had been sufficient INSET support for the role of music co-ordinator.

The first felt that there had been sufficient INSET, although they were often residential weekends. The second did not think that there had been sufficient INSET but that the core subjects were the most important subjects and need promoting first. The third had recently seen a 20 Day INSET course advertised for the music co-ordinator leading to modular MA credits but the other courses had been aimed at the non-specialist and were residential weekends.

The fourth did not feel able to comment :

"Perhaps the provision has been there but I've not taken advantage of it!"

Available Resources

All four schools were well resourced with regard to music having a good selection of equipment. It was felt that this was due to the high profile music received when it came to Concerts and Services. One co-ordinator had £200 a year for music and the PTA could give an additional £400 if necessary. One school had two CD players and a wide selection of CD's from different musical periods and cultures.

The four schools had musically supportive head teachers' (one co-ordinator was the head). Two of the head teachers' demonstrated a real interest in the musical life of their school but three of the co-ordinators' did not feel that the music advisor was very helpful. His expectations and advice were felt to be idealistic - with endless resources readily available for each child in a class of thirty three.

One co-ordinator stated :

"I was to run a PD day on music at our school and the advisor came in. He wanted to help me run it at a cost of £300. 'Unfortunately' he was unavailable on the chosen day. I managed to acquire his notes from a PD day run at another school and found that I was going to cover the same areas in a less intimidating way."

Staff Involvement

In two of the schools working parties worked in consultation with the music co-ordinator at all stages, from the writing of policies and schemes and at the initial consultation and draft stages.

In the other two schools the co-ordinators were wholly responsible for devising the music policy and scheme. The draft proposals were presented to the staff for a consultative period and in both cases accepted with no amendments. Three of the four schools had had PD days to address the music National Curriculum and two of these were run by the music co-ordinator.

The four co-ordinators were of the opinion that the music National Curriculum document and most of the available published material were very difficult for the non-specialist to understand, using specific technical jargon that stretched some 'specialists'. A certain degree of musical expertise was necessary to decipher the requirements of the document.

"No wonder teachers' are scared about teaching music. Why don't they make it user friendly in the first place? Not every school has a music specialist on their staff."

Increasing Effectiveness

It was felt that it would be of great benefit to the music co-ordinator to meet on a regular basis in order to share both problems and ideas. If cluster schools met they could agree on a similar policy and scheme and be able to offer help and guidance to each other.

“Cluster schools’ could work together covering similar ideas and join together for concerns so that the children would have the opportunity to perform in larger ensembles.”

To make the role of the music co-ordinator more effective required time. Time was requested in order to work alongside colleagues to demonstrate how easy it is to implement the music National Curriculum. Staff in schools move on and more often than not have missed PD days devoted to music. Few staff feel really confident about delivering the music National Curriculum so it was felt that more regular input would be very beneficial. Time should be set aside for the music co-ordinator to keep up to date with and evaluate newly available teaching materials.

One co-ordinator was of the opinion that music was at the bottom of the curriculum pile and it was not taken seriously. Children got so much enjoyment from music; all abilities could gain something from it yet so many had little structured input. There were so many pressures on time within the curriculum that music tended to be forgotten. It had a lower priority than other subjects. Continuity and progression were cited as key

issues but when teachers had a wide variety of expertise and confidence these issues proved difficult to address.

The head teacher music co-ordinator had offered to work alongside staff for planned projects and to give help at the planning stages :

"This should help to skill staff and increase confidence, but unfortunately I also have heavy demands as the head teacher so any such project would have to be very carefully planned."

Again, time was cited by both the head teachers and music co-ordinators as the largest obstacle affecting effectiveness in the primary school.

Subject specialist teaching was thought feasible for perhaps some aspects of music but that teachers should teach children not subjects. As highlighted earlier what do you teach children if you don't teach them subjects?

Chapter 7

Discussion & Conclusion

In this final chapter the author will re-examine the research data obtained for the purpose of this study and relate it to the literature reviewed in Chapters 2 and 3. From the literature a number of questions arose, forming the basis of the research. The author therefore hoped to obtain an overview of the perceptions and opinions of the thirty nine teachers, co-ordinators and head teachers surveyed in an attempt to address them. As mentioned in Chapter 5 the sample chosen was a non-probability sample and as such the findings can only be taken as being representative of the population surveyed, not of the population nationally.

How is the role of the Curriculum Co-ordinator perceived within the Primary School?

The research found that most of the teachers surveyed felt that the most important responsibility of the curriculum co-ordinator was to manage their subject's resources and to be instrumental in the formulation of policies and schemes of work within their school. These statements replicate the suggestions of the National Curriculum Council (1989), West et al (1991), Webb (1994) and OFSTED (1994) who all included resources and policy documentation in their co-ordinator role expectations.

The next most important role of the curriculum co-ordinator, as perceived by the sample surveyed, was to be a good practitioner and work alongside colleagues through workshops and school based INSET. These suggestions were detailed as part of the curriculum leader's responsibilities by the NCC (1989), Kennard (1989), Edwards (1993) and Webb (1994).

It was the opinion of half of the teachers surveyed that curriculum co-ordinators should be responsible for monitoring and having a clear overview of their subject across the Key Stages and to keep up to date with relevant information, and disseminating it where appropriate to colleagues. Campbell (1985) included these in his expectations of the curriculum co-ordinator and they were echoed by the NCC (1989), Edwards (1993), Webb (1994) and again by OFSTED (1994).

Only on two occasions in the literature was reference made to the curriculum co-ordinator being responsible for the assessment of their subject within the school, (Edwards, 1993; Webb, 1994). This was also an area few of the respondents highlighted as being an important part of the co-ordinator's responsibilities. With the increased emphasis placed on assessment procedures these findings were rather surprising. Only one of the respondents felt that there was a place for some degree of subject specialist teaching within the primary school despite OFSTED (1994) advocating the value of subject specialism particularly at the latter stages

of Key Stage 2. In general, the teachers surveyed were of the opinion that curriculum co-ordination should be the way forward - not subject specialist teaching and that the role of the curriculum co-ordinator is a feasible one. The research conducted by the author replicated the findings of Wragg et al (1989) in that music and design technology were the areas in which primary non-specialists felt least competent.

What training have Co-ordinators received for the role?

The amount of training received by the curriculum co-ordinators varied considerably. Only half of the respondents surveyed had attended a course including aspects of the role expectations of the co-ordinator. Campbell (1985) referred to the acquisition of interpersonal skills in order to build up relationships with colleagues yet Alexander (1992) highlighted the lack of training received prior to their wider leadership roles. Harwood (1992) re-emphasises this same point. If half of the teachers had attended courses then it would suggest that the courses are available and it then becomes the responsibility of the co-ordinators to enrol on the appropriate ones to suit their needs.

The four head teachers' surveyed were all of the opinion that it was necessary for co-ordinators to attend training courses. Two of the heads felt that it was necessary for co-ordinators to develop their interpersonal skills for these to be effective leadership, as suggested by the DES (1978),

Sabar (1983) and Goodacre (1984). This area of training was reinforced further by Webb (1994). Alexander (1994) found that the co-ordinators he surveyed had :

"to acquire skills in leadership and in handling people and ideas which the majority had not developed in their previous jobs." (p.106)

The heads surveyed felt that for the co-ordinator to be successful, training was required in curriculum planning, teaching methods, assessment procedures and the managing of resources. This mirrors the findings of the PSRDG (1983) and Webb (1984).

The research conducted found that the heads were of the opinion that co-ordinator training should, where feasible, be the responsibility of the school and the LEA. Webb (1994) suggested that training could occur through GEST programmes whilst Moore (1992) felt that subject specialism at initial training colleges could be viewed as providing a basis for the role of curriculum co-ordinator. Only four of the thirty one teachers surveyed acknowledged having received some input on the role of co-ordinator while at college. Initial Teacher Training at some Universities, ie. Sunderland, is beginning to recognise the need to address the co-ordinator role as part of their primary education courses (B. Neale 1995).

How confident are Teachers when it comes to delivering the Music National Curriculum?

Glover & Ward (1993) suggested that music was one curriculum area where teachers lacked confidence. The research conducted for this study would seem to support this view. The teachers stated that they lacked confidence when it came to delivering the music National Curriculum. Davies (1995) suggested that teachers are frightened of the music curriculum and that it is one area where it would seem acceptable to be unable to teach it effectively. Wragg et al (1989) also found that in the light of their existing subject knowledge, music and design technology were areas where non-specialists lacked confidence.

Is there a place for Subject Specialist teaching?

The thirty one respondents were asked to indicate whether it was necessary to be competent at each curriculum subject if there was a specialist teacher available. Music appeared at the bottom of the competence table suggesting that perhaps there is a place for music specialist teaching. These findings replicate previous research in that music has been the subject most frequently taught by someone other than the class teacher, (Mills, 1989; Davies, 1994).

All four of the head teachers were of the opinion that there was a place for limited subject specialist teaching, perhaps for some aspects of music.

This goes against the suggestions of Mills (1994) and Lawson et al (1994) but is in line with the work of OFSTED (1994) who promote some subject specialism. Alexander (1994) suggested that prior to the 1988 Education Act, when priority was given to the basics, the generalist class-teacher system worked reasonably well. However, post 1988, he is of the view that the class-teacher system cannot deliver the requirements of the nine National Curriculum subject plus R.E. (p.203). This debate will undoubtedly continue in to the 2000s but certainly needs reviewing in the light of changing opinions.

As mentioned in Chapter 6 - one of the head teachers surveyed said that care should be taken not to lose the primary ethos of teaching children not subjects. This is of course an ideal but what do you teach children if you don't teach them subjects?

Alexander (1984 : 1994) stated :

"Without appropriate opportunities the child's potential may remain undiscovered; and without appropriate curriculum knowledge providing such opportunities will be beyond the teacher's competence." (p.24)

It is questionable as to whether a child's potential can be reached if the teacher does not provide the educational challenges required. This would suggest that perhaps there should be a greater promotion of subject

specialist teaching in the primary school - at least at the upper stages of Key Stage 2.

What problems have been encountered by Curriculum Co-ordinators?

The major problem cited by a large number of respondents was the lack of worthwhile time for co-ordinator activities. They wanted regular non-contact time to fulfil their role expectations including the tracking of their subject and supporting colleagues. Lack of time was a recurrent theme in the literature referred to by Nias (1989), Moore (1992), DES (1992), OFSTED (1993) and Webb (1995).

Funding was the next problem that respondents felt needed addressing. Funding was needed to provide supply cover to provide co-ordinators with non-contact time and for the purchasing of necessary resources. The PSRDG (1983) and Edwards (1993) referred to the difficulties arising due to lack of funds. However, as discussed briefly in Chapter 6, is a supply teacher really the best solution to the problems outlined by the respondents? It was suggested by Mills (1991) that children should have continuity in their teaching - something supply teachers cannot provide. A more positive response would be to appoint a floating teacher who had a regular commitment to a class and could then provide a certain degree of continuity to the class.

Several of the co-ordinators surveyed pointed to an apparent lack of interest displayed towards them by colleagues. Nias (1989) referred to feelings of ambivalence co-ordinators had experienced. PSRDG (1983), Harrison (1989) and Winteridge (1989) suggested that such feeling could exist due to resentment, lack of respect and feelings of inadequacies. These feelings were mentioned by the co-ordinators surveyed on a number of occasions. Does this suggest that all teachers should be offered training outlining the various role expectations at the different levels of management?

The music co-ordinators interviewed cited the lack of time as the major problem they faced, as did Smith (1987) and Allen (1988), but they also mentioned the difficulty of having colleagues with different musical backgrounds as was discussed by Nelson (1993).

The clarity of the music document also produced problems in conjunction with their colleagues' confidence when it came to teaching music. The research undertaken by the author found that the non-specialist could not decipher the technical terminology used in the published resources and National Curriculum documents. These findings support the work of Lawson (1993) and Hennessy (1995), both of whom suggested that it was not possible for anyone without musical experience or knowledge to learn how to teach music by simply reading a book.

How to increase Co-ordinator effectiveness

As discussed earlier the respondents indicated that an increase in time available for the co-ordinators to fulfil their role expectations would lead to increased co-ordinator effectiveness (NCC, 1989 and Campbell, 1991). However, would extra time alone be enough? Would, for example, half a session per week be adequate time to update both the subject knowledge and the pedagogic subject knowledge of class teachers? The work of Lawson et al (1994) and Hennessy (1995) suggests that it might not. Lawson et al (1994) pointed out that where there was effective co-ordination the head teachers surveyed did not see the need for specialist teaching. They also acknowledged that the specialist/non-specialist debate is one that needed addressing.

Hennessy (1995) highlighted a number of reasons that have affected the teaching of music in primary schools :

- “* Fewer and fewer schools have been in a position to employ a floating specialist.*
- * It has become increasingly difficult for specialists to fulfil both the role of class teacher and of music teacher for other classes.” (p.1)*

She continued to reinforce the views of Alexander (1984) in that :

“Teachers teach best what they know and value.”
(p.2)

Perhaps, for there to be increased effectiveness there needs to be a more radical shift of emphasis towards subject specialist teaching.

Co-ordinators felt that they needed more specific role identification and the support of the senior management team. Campbell (1985), Hopkins (1989) and Edwards (1993) also support this view.

Co-ordinator training was highlighted as a means of increasing effectiveness. The respondents felt that they did not possess the necessary interpersonal skills required for dealing effectively with colleagues and their view is supported by research by Goodacre (1984), Campbell (1985) and Webb (1994 and 1995).

The head teachers additionally pointed to raising staff awareness of subject co-ordination, in agreement with Waters (1983) who suggested that job descriptions should be jointly negotiated.

In conclusion, it would seem that the teachers surveyed were in agreement with the literature reviewed. In order for co-ordinator effectiveness to be increased, then, firstly, more funding needs to be made available. In 1989 the NCC foresaw the need for non-contact time and as recently as 1994 OFSTED emphasised the importance of time for co-ordinators to fulfil their role expectations and yet still no funding has been allocated in order

to provide this supposedly essential resource. Once teachers are afforded time, then perhaps they can begin to effectively co-ordinate their subject area through devising attainable schemes of work, working alongside colleagues, attending appropriate training courses and most importantly working as a team for one common goal - the education of today's children in the most effective way possible. Perhaps the new government will be able to allocate the necessary funding to the primary schools of the United Kingdom.

The research conducted by the author would seem to advocate the need to promote further the role of the curriculum co-ordinator within the country's primary school, acting in a consultative capacity and so encouraging colleagues to deliver the full range of National Curriculum subjects through the class-teacher system.

Given the problems faced by schools due to tight budgets, the main question arising from this research is whether the role of the curriculum co-ordinator is a feasible one in the present educational climate. If schools cannot afford the time and the necessary funding to fully exploit the potential of the co-ordinator role then perhaps there is a need for a more radical review of the role - with a shift of emphasis towards specialist subject teaching as suggested by Alexander (1994) and OFSTED (1994). The research highlighted a number of subjects where teachers had lower

levels of competence - IT, DT, music and art. Science also fared less well than expected when it came to teachers levels of confidence to deliver the National Curriculum requirements. If these findings were taken as national findings then they would seem to justify the need for specialist teaching in primary schools. Is it realistic to expect class teachers to be able to deliver all nine National Curriculum subjects plus RE up to Level 6 standard effectively? The content of the documents can prove daunting to the subject specialist so how is the generalist class teacher supposed to cope? The argument that Mills (1991) puts forward that it is far better to have a teacher who knows you than a specialist teacher for one session a week is countered by Alexander (1994) - it depends on what that teacher knows. It is the role of the schools to ensure, as far as is possible, that the potential of each of its pupils is reached and maintained throughout their time at school. For this to occur successfully then there must be some degree of subject specialist teaching within the primary school.

Appendix 1
Teachers' Questionnaire

Dear Colleague,

I am, at present, doing a research M.A. at Durham University, looking at the "Role of the Music Co-ordinator in the Primary School". As part of my research I am investigating the perceived role of the curriculum co-ordinator in general. I hope to identify difficulties faced across the curriculum and see if any are music specific.

Thank you very much for taking time to complete this questionnaire. Your help is greatly appreciated.

Allison Potter
Nunthorpe Primary School

QUESTIONNAIRE

(For
Official
use Only)

A

1 Are you?

Male

 1

Female

 2

1

2 How long have you been teaching?

0-5 years

 1

over 5 years

 2

2

3 Which age group are you presently teaching?

KS1

 1

KS2

 2

3

4 Which of the following describes your position in the School?

Snr

 1

MPG

 2

4

B Perceptions of the Role of the Curriculum Co-ordinator

5 Please indicate the extent to which you agree with the following statements about the role of the Co-ordinator in the Primary School.

Please answer the following questions by ticking the box that is most appropriate to you.

- a) No Class Teacher can expect to be able to cover all areas of the curriculum and so teach the whole ability range effectively.

Strongly Agree	Agree	Disagree	Strongly Disagree	5
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	

- b) The Curriculum Co-ordinator is essential to sound educational practices in the Primary School.

Strongly Agree	Agree	Disagree	Strongly Disagree	6
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	

- c) All Teachers in the Primary School have special teaching talents and every effort should be made to use these throughout the School.

Strongly Agree	Agree	Disagree	Strongly Disagree	7
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	

- d) Teachers in the Primary School welcome help in areas of teaching where they lack confidence.

Strongly Agree	Agree	Disagree	Strongly Disagree	8
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	

- e) There is scope in the Primary School for Curriculum Co-ordinators to teach a subject rather than a Class.

Strongly Agree	Agree	Disagree	Strongly Disagree	9
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	

- f) Curriculum Co-ordinators are an essential resource in the Primary School.

Strongly Agree	Agree	Disagree	Strongly Disagree	10
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	

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- g) Specialist teaching in the Primary School is the only way that all aspects of the curriculum can be covered adequately.

Strongly Agree	Agree	Disagree	Strongly Disagree	11
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	

- h) Only under the guidance of an "expert" is it possible for children to understand certain areas of the curriculum.

Strongly Agree	Agree	Disagree	Strongly Disagree	12
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	

- i) Informal (rather than formal) contact between teachers facilitates the seeking and giving of advice.

Strongly Agree	Agree	Disagree	Strongly Disagree	13
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	

C Recipients of Music Co-ordinators Advice

- 6 To what extent should all Primary School Teachers have competence in the following areas?

Please answer the following questions by ticking the box that is most appropriate to you.

	Very good level of competence	Satisfactory level of competence	Satisfactory level of competence not required if subject specialist is available	
a) Language	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	14
b) Mathematics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	15
c) Science	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	16
d) DT/IT	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	17
e) Geography/History	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	18
f) Art	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	19
g) Music	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	20
h) P.E.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	21
i) R.E.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	22

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7 How confident do you feel about delivering the music National Curriculum?

Very Confident	Reasonably Confident	Not Confident	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	23

8 What level of musical experience/ability do you have?

High Level	Medium Level	Low Level	None	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	24

9 How clear/accessible do you find the published texts for the music National Curriculum?

Very Clear	Reasonably Clear	Not Clear	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	25

10 How often do you seek advice/guidance from the Music Co-ordinator?

Weekly	Termly	Rarely	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	26

11 What help/guidance do you feel you need to deliver the Music National Curriculum?

- Identifying appropriate resources 1
- Explaining or demonstrating terminology 2
- Accessible schemes of work 3
- Regular input eg. PD Days/Staff Meetings 4
- Support in the Classroom from Music Co-ordinator 5
- Other (please specify) 6

.....
.....

27

D Your Role in the School

12 Which Curriculum areas are you responsible for in your School?

- | | | | |
|------------------------|-----------------------------|--------------------------|-----------------------------|
| Language | <input type="checkbox"/> 1 | P.E. | <input type="checkbox"/> 2 |
| Mathematics | <input type="checkbox"/> 3 | Music | <input type="checkbox"/> 4 |
| Science | <input type="checkbox"/> 5 | Art | <input type="checkbox"/> 6 |
| DT | <input type="checkbox"/> 7 | R.E. | <input type="checkbox"/> 8 |
| IT | <input type="checkbox"/> 9 | Special Needs | <input type="checkbox"/> 10 |
| Geography | <input type="checkbox"/> 11 | Home Liaison | <input type="checkbox"/> 12 |
| History | <input type="checkbox"/> 13 | Community/Parental Links | <input type="checkbox"/> 14 |
| Other (please specify) | <input type="checkbox"/> 15 | | |

28

.....

13 When you accepted your post of responsibility, were you formally interviewed for the post?

- | | | | |
|-----|----------------------------|----|----------------------------|
| Yes | <input type="checkbox"/> 1 | No | <input type="checkbox"/> 2 |
|-----|----------------------------|----|----------------------------|

29

14 Have you seen an accurate job description outlining your responsibilities?

- | | | | |
|-----|----------------------------|----|----------------------------|
| Yes | <input type="checkbox"/> 1 | No | <input type="checkbox"/> 2 |
|-----|----------------------------|----|----------------------------|

30

15 What training have you received for your role of Co-ordinator?

- | | | | |
|---------------------|----------------------------|------------------------|----------------------------|
| 20 day INSET course | <input type="checkbox"/> 1 | Twilight Courses | <input type="checkbox"/> 2 |
| While at College | <input type="checkbox"/> 3 | One Day Course | <input type="checkbox"/> 4 |
| None | <input type="checkbox"/> 5 | Other (please specify) | <input type="checkbox"/> 6 |

31

.....

16 On average, how much of your time in School is officially taken up with your Co-ordinator responsibilities?

- | | | | |
|---------------|----------------------------|-----------------------|----------------------------|
| All your time | <input type="checkbox"/> 1 | Over 50% of your time | <input type="checkbox"/> 2 |
|---------------|----------------------------|-----------------------|----------------------------|

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About a quarter of your time	<input type="checkbox"/> 3	Less than a quarter of your time	<input type="checkbox"/> 4	32
Less than 10% of your time	<input type="checkbox"/> 5			
17 How have you been involved in staff development at your School?				
Running PD Days	<input type="checkbox"/> 1	Staff Meetings	<input type="checkbox"/> 2	33
Twilight Courses	<input type="checkbox"/> 3	Other (please specify)	<input type="checkbox"/> 4	
.....				
18 In an average week, how much of your own time do you spend on activities related to your role as Co-ordinator?				
Less than 1 hour	<input type="checkbox"/> 1	1-3 hours	<input type="checkbox"/> 2	34
3-4 hours	<input type="checkbox"/> 3	More than 5 hours	<input type="checkbox"/> 4	
19 Do you meet with the Subject Co-ordinators from other Schools?				
Yes	<input type="checkbox"/> 1	No	<input type="checkbox"/> 2	35
If "No", do you feel such meetings would be beneficial?				
Yes	<input type="checkbox"/> 1	No	<input type="checkbox"/> 2	36
20 In your opinion, is the role of the Curriculum Co-ordinator used effectively in the Primary School?				
Yes	<input type="checkbox"/> 1	No	<input type="checkbox"/> 2	37
If "No", what do you feel could be done to develop the role and make it more effective?				
Please specify				
.....				
.....				
21 What do you see as being the role of the Subject Co-ordinator in the Primary School ?				

- 22 What problems have you encountered whilst attempting to fulfil your role as Co-ordinator ?
(please continue on the reverse of this questionnaire)

E Recipients of Core Co-ordinators Advice

- 23 How confident do you feel about delivering the National Curriculum for;

	Very Confident	Reasonably Confident	Not Confident	
Language?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	39
Maths?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	40
Science?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	41

- 24 How often do you seek advice from the;

	Weekly	Termly	Rarely	Never	
Language Co-ordinator?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	42
Maths Co-ordinator?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	43
Science Co-ordinator?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	44

- 25 How accessible/clear do you find the published texts for;

	Very Clear	Reasonably Clear	Not Clear	
Language?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	45
Maths?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	46
Science?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	47

- 26 How necessary is it to have Co-ordinators for;

	Very Important	Quite Important	Not Important	
Language?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	48
Maths?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	49
Science?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	50

Appendix 2

Head Teachers' Questionnaire

Dear Colleague,

I am, at present, doing a research M.A. at Durham University, looking at the "Role of the Music Co-ordinator in the Primary School". As part of my research I am investigating the perceived role of the curriculum co-ordinator in general. I hope to identify difficulties faced across the curriculum and see if any are music specific.

Thank you very much for taking time to complete this questionnaire. Your help is greatly appreciated.

Allison Potter
Nunthorpe Primary School

QUESTIONNAIRE

(For
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Head Teachers' Views on the Role of the Co-ordinator

1 Are you?

Male 1 Female 2

1

2 How long have you been the Head of your present School?

0-5 years 1 over 5 years 2

2

3 Have you previously been a Head?

Yes 1 No 2

3

If yes, for how many years?

0-5 years 1 over 5 years 2

4

(For Official use Only)

Head Teachers' Views on the Role of the Co-ordinator

4 To which of the following areas of responsibility are incentive allowances allocated in your School?

- a) Teaching and curriculum responsibilities 1
- b) Resource responsibilities (eg. Library) 2
- c) Welfare and liaison responsibilities (eg. pastoral care) 3
- d) Administrative and organisational responsibilities 4
- e) Others (please specify) 5

5

5 Where incentive allowances are for teaching and curriculum responsibilities, to which of the following curriculum areas are they allocated and for what purpose?

	Schemes of ¹ Work	Advising on ² Teaching methods	Advising on ³ Assessment	Managing ⁴ Resources
Language				
Maths				
Science				
DT				
IT				
History				
Geography				
R.E.				
Art				
Music				
P.E.				

6

7

8

9

10

11

12

13

14

15

16

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Head Teachers' Views on the Role of the Co-ordinator

6 In your opinion, should it be necessary for Co-ordinators to undertake a course of training?

Yes 1 No 2

17

If "Yes" What should be the content of such a course of training?

(a)

.....
.....

(b) Who should be responsible for the training?

18

Schools 1 LEA 2

Teacher Training 3 Other 4

Colleges (please specify)

.....
.....

7 What do you see as being the role of a Curriculum Co-ordinator?

.....
.....

19

8 Is there, in your view, a place for subject teaching at Primary School level?

.....
.....

20

9 What, in your view, needs to be done to make the role of the Curriculum Co-ordinator more effective?

.....
.....

21

Appendix 3

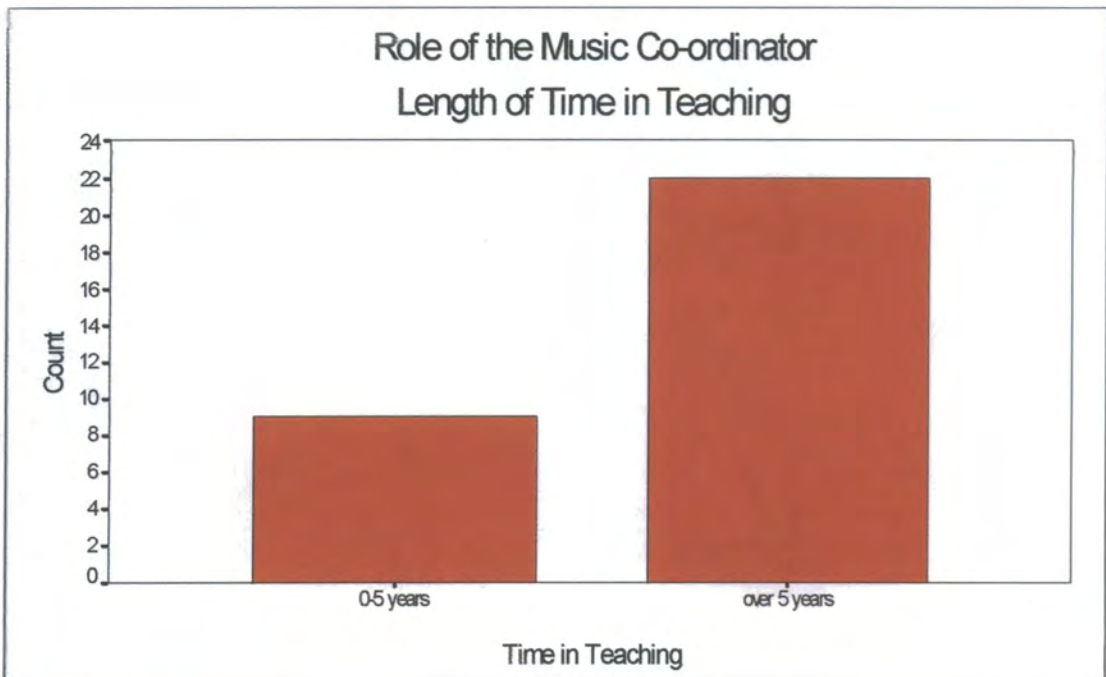
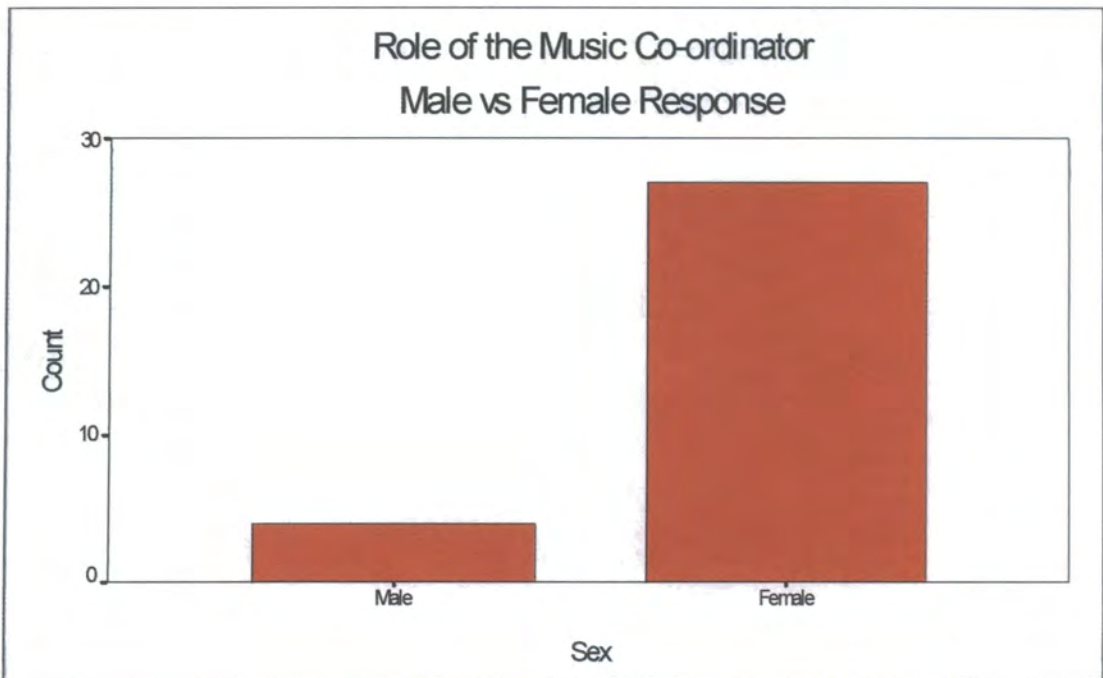
Semi Structured Interview Schedule

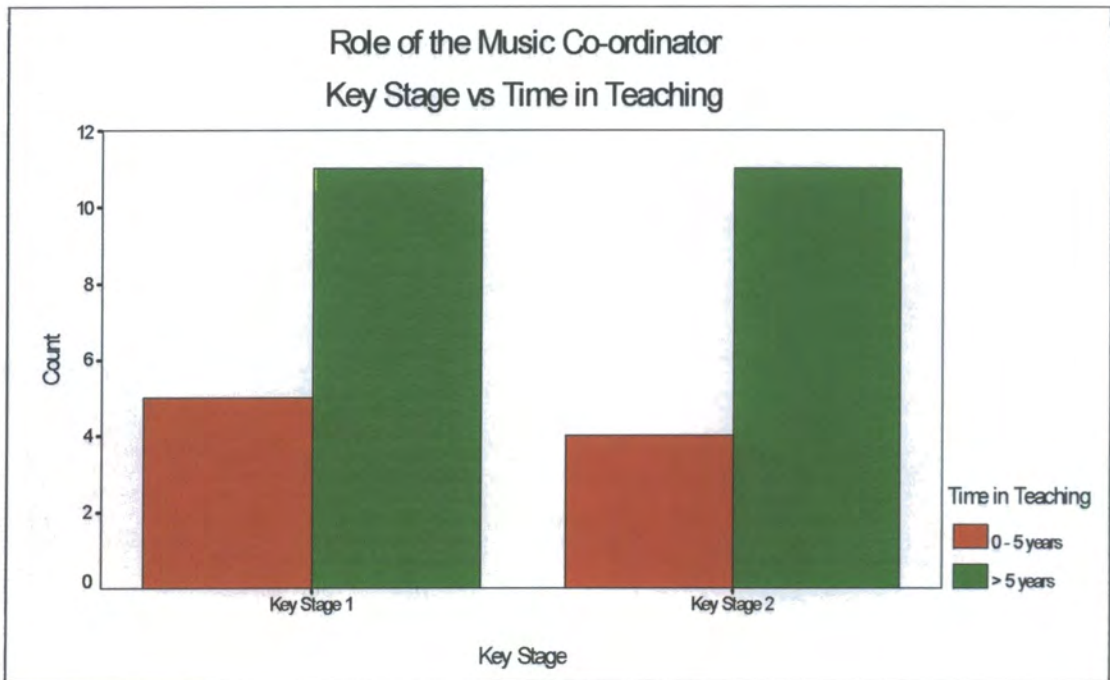
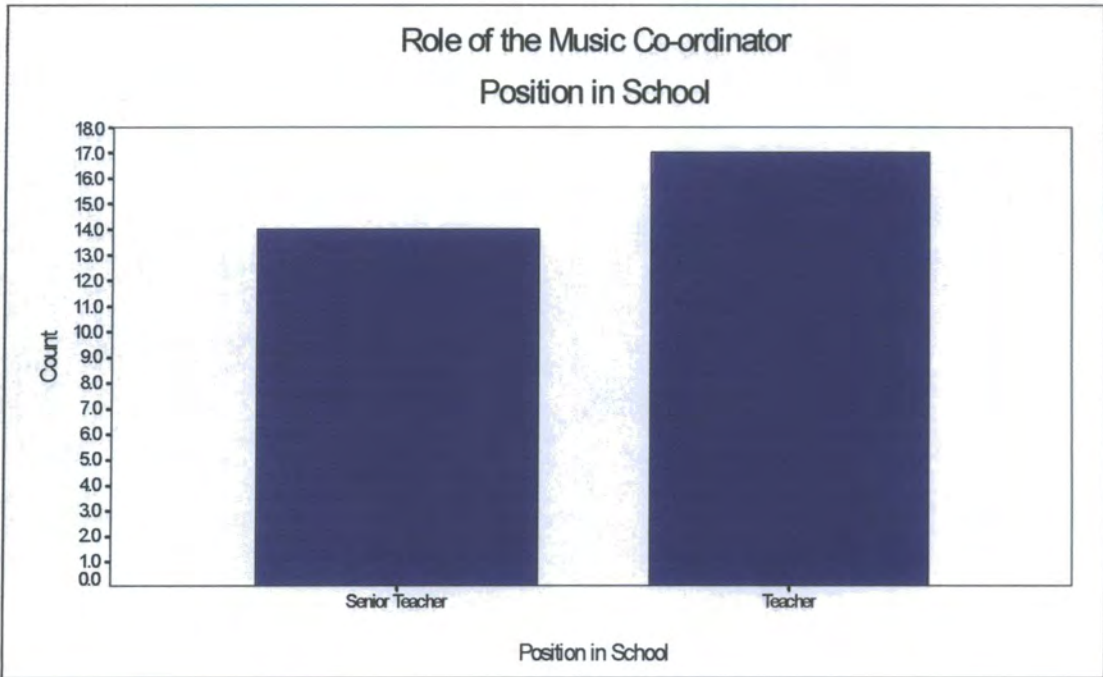
for the Music Co-ordinator

1. Male or female?
2. How long have you been in teaching?
3. Were you formally interviewed for the post?
4. Are you responsible for any other curriculum areas?
5. Is there a written job description for you and is it accurate?
6. How much time each week do you spend on extra curricular activities?
7. Do you teach other classes for music? Is it a regular feature?
8. What do you feel is expected of you as the music co-ordinator?
9. How well do you feel you have been able to help and guide the rest of your staff to deliver the requirements of the National Curriculum?
10. How are you viewed by your colleagues?
11. Are there others in your school with some musical expertise? Has this created any problems?
12. Have you encountered any problems relating to your role as the music co-ordinator? What effect has it had on you?
13. What training have you had, if any, for the role of music co-ordinator?
14. Do you feel there has been sufficient INSET support for the role?
15. How well is music resourced at your school?
16. How is your role influenced by others eg. Head, County Advisors?
17. How involved were other staff in the writing of policies and schemes for music?
18. Have you been involved in staff development for music by running training days?

19. How do colleagues seek advice and when is it given?
20. How do you keep colleagues informed and up to date with new information?
21. How clear do you think the music orders are - especially for the non-specialist?
22. Do you meet with the music co-ordinators from other schools?
23. Do you feel that such meetings would be beneficial?
24. What do you feel could be done to develop the role of the music co-ordinator to make it more effective?

Appendix 4
Graphs of Tables 5.1, 5.2 & 5.3





Appendix 5

Equations for t-test of Equal & Unequal Variance

Equal Variance

$$t = \frac{\bar{x}_1 - \bar{x}_2 - D_o}{\sqrt{\left(\frac{1}{n_1} + \frac{1}{n_2}\right) \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}}}$$

Unequal Variance

$$t = \frac{\bar{x}_1 - \bar{x}_2 - D_o}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

eg. Table 4.1 Statement 5

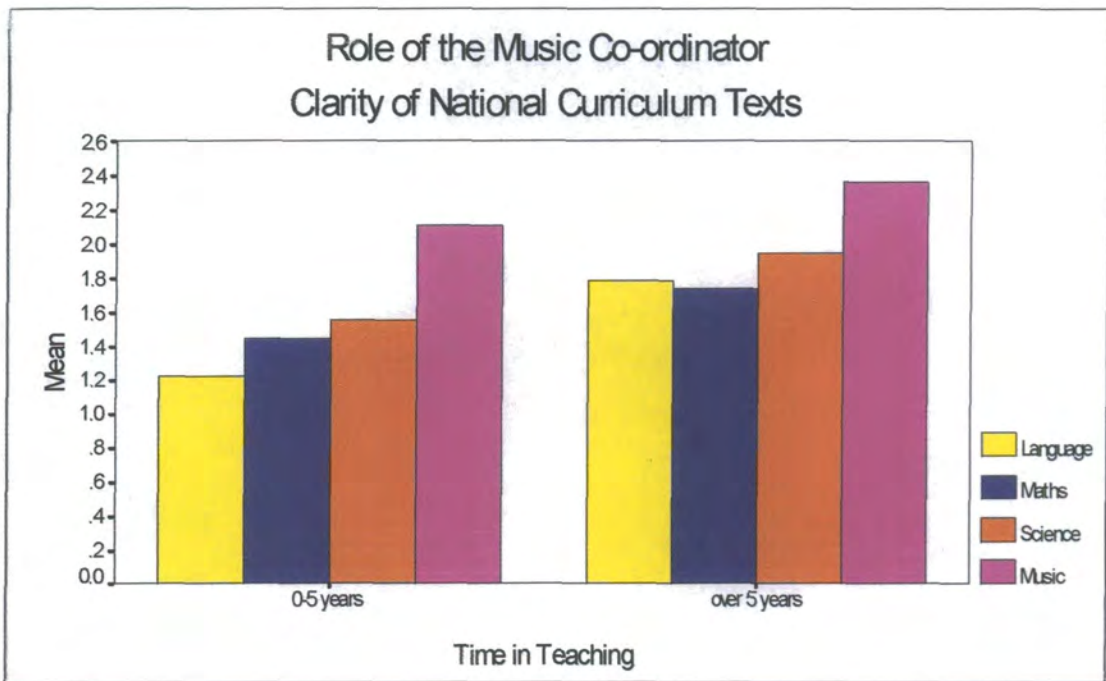
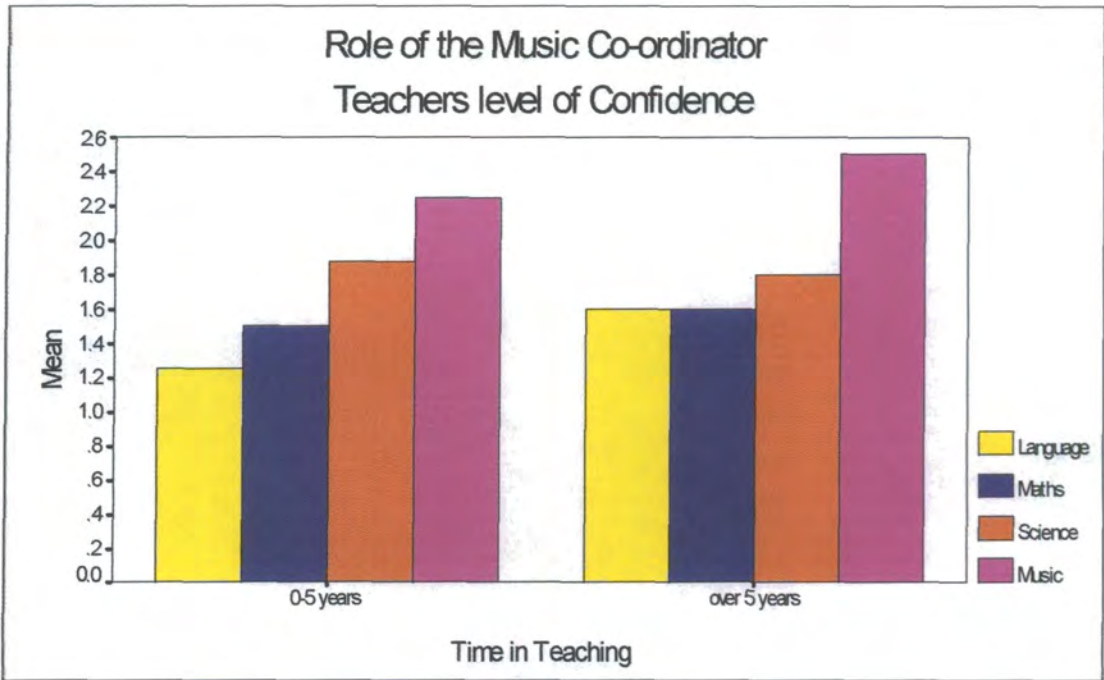
$$t = \frac{2.556 - 2.0 - 0}{\sqrt{\frac{0.527^2}{9} + \frac{0.316^2}{21}}} = 2.94$$

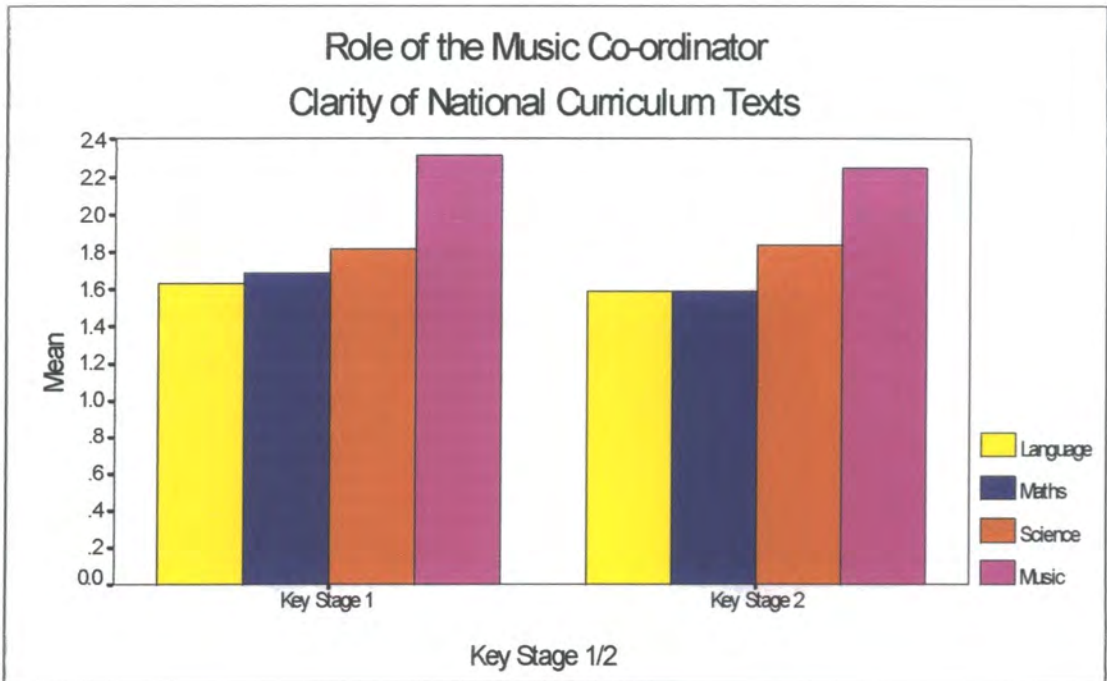
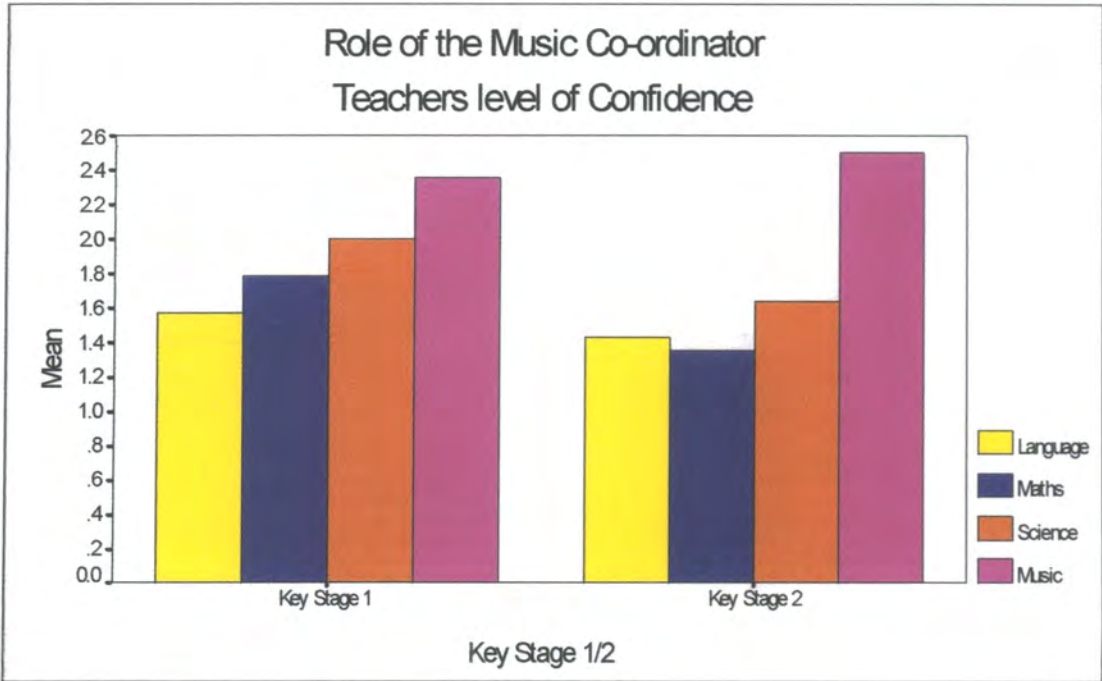
- S = Sample Standard Deviation
- n = Sample Size
- \bar{x} = Mean
- D_o = Constant

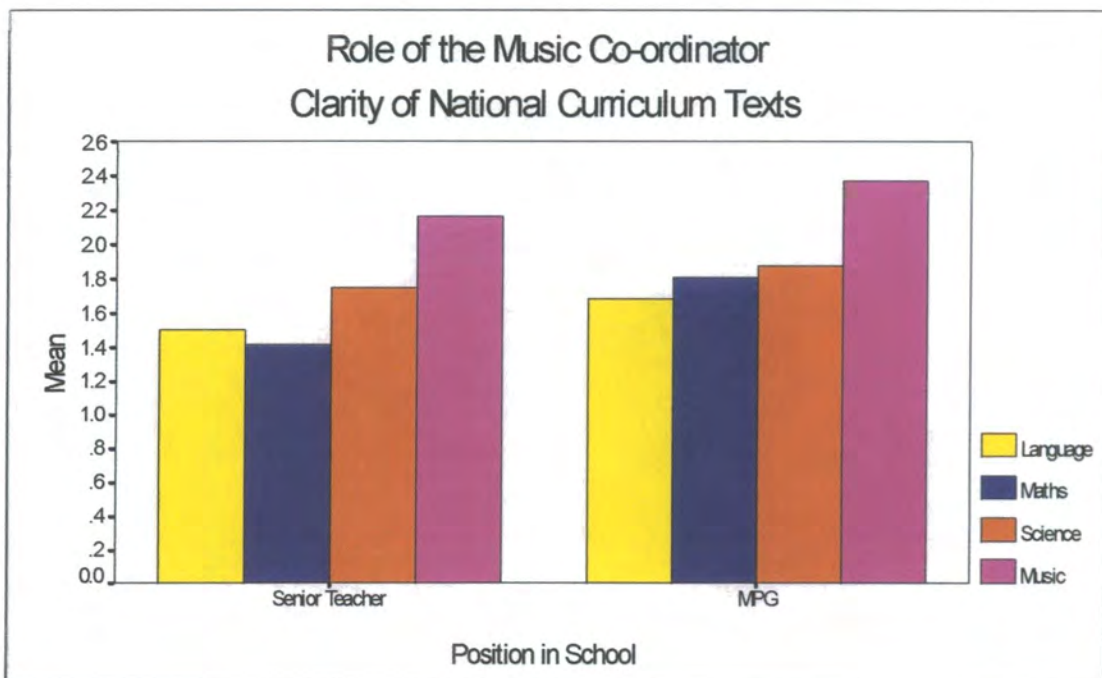
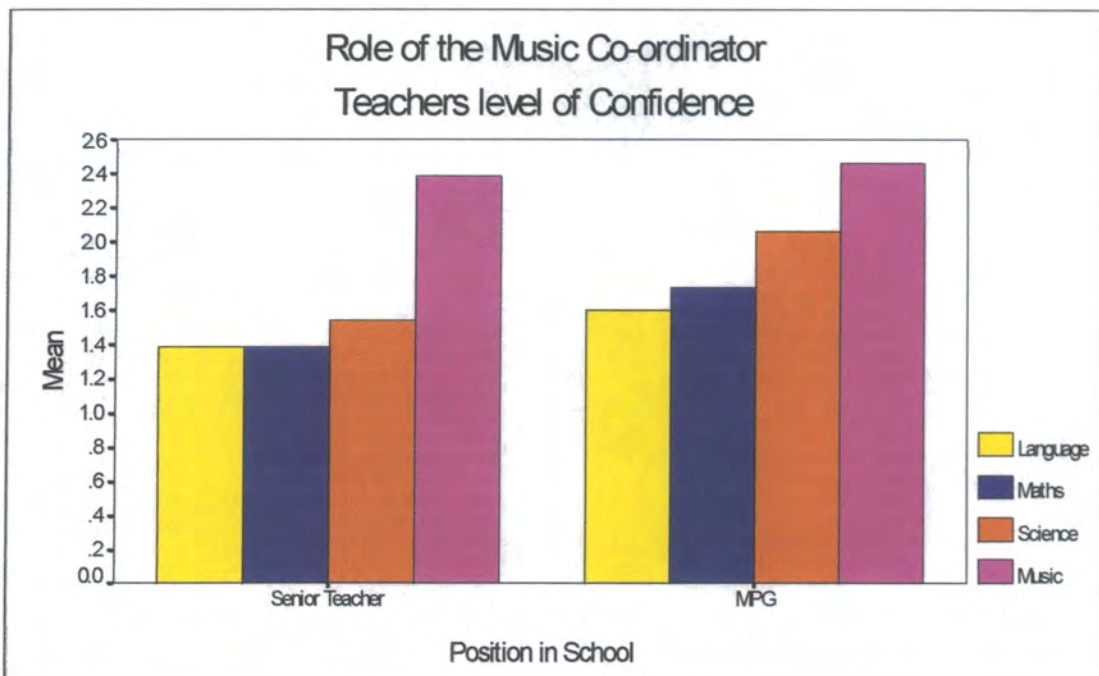
Appendix 6

Confidence vs Clarity

Graphs of Tables 5.8, 5.9 & 5.10







Appendix 7

A Head Teachers' Role Expectations
for the Curriculum Co-ordinator

If your responsibility is for a curriculum area :

Aims & Objectives

- Are you aware of the broad and specific objectives of your subject discipline ?
- Are you familiar with the National Curriculum Statutory Orders and Non Statutory Guidelines?
- Can you assist your colleagues in different phase groups to work out suitable objectives?
- Can you determine levels of work in your subject area appropriate to the primary years?
- Can you interpret the levels of attainment into a programme of sequential steps which promote continuity and coherence to the development of your subject throughout the school

An Overview

- Can you identify whole school needs, areas of development and possible strategies to meet these?
- Can you provide sound educational arguments as to the need to include your subject area into the next school development plan and for INSET and resources to be invested in it. You will be asked to write an annual review of the subject area.

Resources

Do you monitor the provision of resources? eg. books, AVA, consumable items, IT resources, radio and TV etc

- Are they provided where they are needed and in sufficient quantity? Is there a need for them to be catalogued/listed?
- Is the storage and distribution satisfactory ? Is it distributed within classes, phase groups or stored centrally? Do other members of staff know where the resources are stored?
- What s the state of repair?
- What gaps are there?
- What allocation from capitation do you need to :
 - i meet ongoing implementation
 - ii for development

To monitor your curriculum expenditure use route BE in LRM on the SIMS school computer. Please complete ALL ordering before the SPRING half term holidays. Unspent money will be credited to the curriculum area in the following financial year

- Do you consult with other members of staff before ordering stock?
Remember to maintain an overview of the needs of the whole school and order accordingly.
- How do you gain information on new resources which may be available?

- Do you know who is the advisory teacher, cluster support teacher or advisor who may give you advice on the purchase of resources? Is there a centre with a range of material eg. CECC or LSS for you to consider?

Advice, Guidelines, Policy Documents for your Colleagues

- How do you approach this important aspect of your responsibilities?
- Is there a school policy document?
- Can you provide a document, a discussion document or information guidelines?
- Is a working party appropriate to work out some guidelines?
- How does the Head and/or Deputy feel about the documents and put them into practice?
- Do you know of any works of reference and inspiration, books, journals, etc. which you could recommend for the staff library?
- How do you update members of staff of developments in your curriculum area?
- Would you be willing to work alongside a colleague to help her develop skills and expertise in your curriculum area?
- How do you make your skills and expertise available to other members of staff?
- What sort of evaluation of teaching methods and monitoring of curriculum implementation can you make within the school?

- What inservice training programmes are available? On what basis can you recommend them to colleagues?
- Do you have sole or shared responsibility for this curriculum area?
- If you are the curriculum co-ordinator of a core area, how do you involve other members of the cross phase teams?

Personal Training

This will be the most important area of your influence. The quality of your teaching and the nature of your relationship with adults and children will certainly determine how successful you will be in promoting your area of the curriculum.

Assessment

- Have you considered how the range and quality of the differentiated learning activities provided in each classroom may be monitored and assessed and how this may become an integral part of ongoing planning in your curriculum area?
- What evidence should be collected for teacher assessment?
- How, when and in what form should this evidence/assessment be recorded?

Partnership

- Are there areas of your curriculum which parents can support at home or at school?
- What guidelines, procedures or teaching support strategies do parents need to be given? How would these be developed?
- What curriculum information would you like parents to be given? How should this be given? Newsletter? Curriculum Evenings? Exhibition of work, materials etc.
- Does the curriculum statement in the school prospectus reflect the current practice in the school?

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