

SECTION TWO : POSSIBLE FUNCTIONS OF A TEACHERS' RESOURCE CENTRE

INTRODUCTION

The success of any educational system depends upon the professional qualities of its teachers. The Teachers' Resource Centre exists to improve these qualities.

One of the problems inherent in the situation of teachers is that, for much of their working time, they are in contact with young immature minds. They need the opportunity to discuss their problems with their colleagues and contemporaries. They need to compare the equipment at their disposal. They need to evaluate their own assessments, their own criteria of progress with those obtained by colleagues in other schools. The Teachers' Resource Centre can offer to the teachers it serves the opportunities for this and much more.

The confidence and the maturity that teachers derive from their Centre will give a sharper cutting edge to their resolve to improve the quality of the work they do, and the work they expect from their children. In this way, general improvements in education will spread in ever widening circles around the Centre.

The possible functions of a Teachers' Resource Centre are divided into five broad categories below. It is not envisaged that every Centre will offer facilities in all five categories. Centres, teachers and others who are involved in formulating their policy, will decide according to local needs and possible funding, which services are most appropriate to the needs of local teachers. The services listed below are not, therefore, prescribed as those a Centre should offer or even a complete list of what might be desirable, but merely as a checklist for consideration. The deciding factor will always be what the real needs of the teachers are as seen by themselves and those responsible for local and national education.

A. THE PROFESSIONAL DEVELOPMENT OF TEACHERS

1. A BASE FOR THE IN-SERVICE EDUCATION OF TEACHERS

It has now become apparent that the professional needs of today's teachers must be viewed from a different angle from that of the past. The notion of in-service training has changed to in-service education. The difference between in-service training and in-service education may seem small on paper but means much in practice. In the light of such an approach to in-service education the types of activities that might be considered are:-

Workshops

A workshop activity can consist of a number of meetings at which the leader, often a classroom teacher or head teacher, works together with the participants to make and develop teaching materials - written, audio-visual, manipulative etc - for subsequent trial in the classroom with the possibility of feedback and alteration in the light of experience.

The physical facilities of the workshop and its materials could, wherever possible, also be made available to individual

teachers wishing to come to the Centre to make teaching aids for use with their classes. The scope of the workshop facilities may vary from country to country according to what is locally available. (See Section Two B "Support Services for Teachers, 1. Reprographic Services and 2. Art and Craft Workshop Facilities" pages 39 - 44).

Workshops can also refer to the co-operative sharing of resources, ideas, and experience with a neutral group leader on various topics in the curriculum eg. Mathematics Workshop, Science Resources Workshop, Primary Teachers Workshop etc. It has also become common usage to describe non-structured courses as workshops. These may or may not involve practical working with materials.

Working Parties

This type of activity would bring together teachers working on a particular topic - mathematics, music, science (at the primary or secondary level or, better still, the two working together), mixed ability teaching, local studies etc etc - who, under the leadership of an "expert" in the field or simply with an elected leader and occasional visiting speakers, would critically examine curricula they are using. The outcome could be a report circulated to other teachers in the area, some new curriculum materials, a course at the Centre offering in-depth study of some issue or topic, or simply a decision that all is well with the way the topic is being tackled and the materials being used.

Such working parties can also be set up to examine nationally produced curricula and consider their relevance to the local situation, then, where appropriate, produce suggestions as to their best method of use in the area and/or supplementary materials for use in local schools. The production of such

teacher guides and material is a very valuable form of in-service activity.

Lectures

While the traditional form of lecture is usually a one-way passing of information and may not be the best way of ensuring that the information has actually been transmitted to the listener, the lecture does still have a role to play in the in-service education of teachers. Care should, however, be taken to make the process as two-way as possible by such devices as the arrangement of the seating, allowing ample time for questions and discussion after the speaker has addressed the group and, above all, the selection of a speaker who is "open" and willing to hear other points of view. Often a lecture can usefully be followed by the formation of a working party to continue where the lecture left off and examine the subject in greater depth and from other angles. (This is often called a "Lead-Lecture")

Leading educationists can be invited to give lectures at the Centre on any matters of common concern to teachers. For example, most teachers will be interested in practical advice on matters such as classroom control, child development and learning. Lectures could also be organised at the Centre for new teachers in need of support in their early years.

Courses

The types of in-service education courses mounted by a Centre can be almost limitless. Emphasis should, however, be put, wherever possible on the maximum involvement of all participants in the work of the sessions. Subjects should always be relevant to the current needs of teachers and can include new curricula, new methodology, classroom organisation, instruction in the operation of educational equipment, and new

educational trends and theories. The target population for courses can be un-qualified teachers, primary, secondary and tertiary teachers, teachers of one subject in the curriculum, aspiring headteachers, etc. To ensure a maximum cross-fertilisation of ideas, the target population should be made as broad as possible with a mix of the categories above being invited whenever the content can justify this.

Conferences

Where a subject is to be examined in depth this can also be done by organising conferences for one or more consecutive days. This mode has the additional advantage of covering the subject in one discrete period rather than over a number of weeks with one session per week.

Summer Schools

During the summer when both teachers and college lecturers are free from teaching, the time can often be utilised for giving teachers support for their classroom work.

Teachers may also wish to organise themselves and use Centre facilities to carry out research, individually or in a group, into teaching methods. Using the result of their research, they may initiate their own curriculum development within the official syllabus. Their ideas may then be passed on to other teachers who, after testing them, may recommend modifications. Their findings and materials when working well, could then be passed to the Ministry of Education for use in schools over the whole country.

Activities Involving Pupils

Most teachers, when placed in a situation free from any overt or covert assessment, will be willing to share their experience with their colleagues. This will of course, be true at most

Centre activities but can also be applied to activities involving pupils. These can be of two types: a whole class may be brought to the Centre, or a demonstration could be made in a school in the class's normal setting if the school has facilities to permit a small group of visitors to watch the lesson without at the same time disturbing its "normality". Clearly, in neither situation will the lesson-demonstration be quite natural.

A possible alternative would be to use the micro-teaching system where the lesson is filmed with TV cameras, if possible concealed to make them more easily forgettable after a short period.

In every case, the Centre ought to be careful that teachers are not rated as "good" or "bad" as a result of volunteering to do a demonstration. It must be carefully stressed to all involved that the exercise is meant for disseminating of ideas and different methods of teaching and not for assessing teachers' performance.

Facilities for Private Study

Teachers' Resource Centres could also be ideal places where teachers could go for private study. School and other educational text books could be made available for individual use at the Centre. The scope of this facility for teachers need not be restricted to the preparation of work for the classroom, it could also apply to teachers' studying for higher qualifications. The availability of books, periodicals and other resources, the proximity of the Centre to the place of work or the home of the teacher, conditions more readily suitable to serious study, are all factors which make the Resource Centre an appropriate place in which to provide facilities for teachers' private study. This facility is clearly linked to the two following ones.

Correspondence Courses

Especially but not exclusively in developing countries, study through correspondence courses has been important in improving the qualifications of teachers. Teachers' Resource Centres could work in collaboration with Universities and Ministries of Education Departments which are responsible for such courses, and when materials are sent out for students, copies could be sent to the Teachers' Resource Centres. The Centre could also be utilised for local seminar groups of teachers studying on the same correspondence course at any one time to meet each other and/or a tutor for the course. This already occurs in countries where an open University exists.

Audio and Video Tapes and Cassettes and Micro-computer Software

Apart from prepared lectures and modules sent to students through correspondence courses, Teachers' Resource Centres could make a collection of educational audio tapes and/or cassettes and make them available for teachers' use either in the Centre or in their own homes. They could then be properly catalogued, according to the subject areas, and be kept at the Centre for either reproduction or loan purposes. If necessary, there could be a small charge for reproduction.

The use of video has also become increasingly accepted in its various forms - tape, cassette and disc - and Centres may feel it appropriate to initiate a similar service for video.

Micro-computers are daily becoming more numerous in all types of educational institutions from the primary schools to the universities. Many programmes already exist which enable, students to augment the written word with micro-computer software as part of a standard course or for independent study. With the rapid expansion of this medium, Resource Centres will

no doubt also feel the need to introduce it to the range of services offered to teachers.

Induction Courses for Newly Qualified Teachers

Many users of the Centre will no doubt be newly qualified or in some cases, unqualified teachers. The Centre can give much support to these teachers at a time when they will be sorely in need of it. Meetings on particular topics can be arranged for them, or more general sessions with advisers, experienced teachers and tutors. "Surgeries", where an adviser is known to be present for consultation at certain times to answer personal difficulties and problems, are also being found to be most effective in places where they have been tried.

Teachers' Resource Centres should therefore try to be in close contact with the students in the Colleges before they graduate. Students, tutors and lecturers in the Colleges should be made aware of what is going on in the Centres and how they may help them in the future to adapt themselves to the teaching situation when they finish their studies.

Support for Student Teachers on Teaching Practice

University and college lecturers could encourage their students to make use of the Teachers' Resource Centre during teaching practice periods when the students are out in the field. When the tutors supervise their students, they themselves could also visit Teachers' Resource Centres in the local areas even giving some professional support to the Centres' personnel where this is appropriate. Teaching materials produced at the University and/or College, which are often thrown away after teaching practice, could be given to the Teachers' Resource Centres for wider use.

Residential Courses

Particularly in areas where teachers are remote from the Teachers' Resource Centre and travel is not easy, emphasis could also be put on residential courses. This would enable a teacher to make just one journey to and from the Centre rather than weekly travel for one session only. It would, however, require release from the classroom with its resultant effect on the continuity of the learning by the children. However, such courses might also be organised during holiday periods. The pros and cons of whether the Centre should be able to provide accommodation on its premises are considered in Section Three C10, 'Residential Accommodation,' (page 79) in this handbook.

2. ENCOURAGE TEACHERS TO PLAY AN ACTIVE ROLE IN EDUCATIONAL INNOVATION

Teachers, if recognised as professionals, may also be used as a major resource when considering the introduction of educational innovations. Anyway, it will be the teachers who ultimately are called upon to implement such innovation in the classroom. Therefore, one of the possible functions of the Teachers' Resource Centre will be the encouragement of teachers to play an active role in this process.

The term innovation is used here as defined by the Centre for Educational Research and Innovation (CERI) as being " ... not necessarily something new but ... something better which can be demonstrated as such." In this sense, educational innovation refers to groups of teachers examining the present content and methods of the educational process, evaluating their applicability and success in the current situation, and changing and adapting them or introducing new ideas according to their findings. By involving teachers in this process, one will not only tap this source of expertise but one will also be able to try out

new methods and materials in the classroom prior to spending large sums of money in printing and publishing them untried and thus maximise the chances of their eventual success.

The type of activities that could come under this heading are:-

Curriculum Material Development

Groups of teachers may discuss the aims and objectives of one or more facets of the curriculum and then producing trial materials for classroom use. This can often have particular relevance on topics which have a "local flavour". A good example is "My Community" in which children are to learn more about the local village, town or city in which they live and its structure and organisation. Curricula on such topics are clearly more appropriately produced at the local than the national level.

Continuity of Learning

Teachers of primary and secondary pupils teaching a particular subject in the curriculum can be brought together to examine what each group is doing and ensure continuity of learning and that all relevant topics in the syllabus are covered.

Adapting National Curricula

In many countries the bulk, if not all, the curriculum taught in the schools is designed at national level. A greater degree of flexibility is slowly being permitted in many of these. However, in every case where material is nationally produced, there will be a need to examine it and the best ways of using it in any local area. Groups of teachers, supported by other professionals, as and when appropriate, can be encouraged by and use the resources of the Teachers' Resource Centre to do this work. Resources facilities equipment and staff can assist

teachers in the production of ideas, criticisms and materials which can then be used locally and fed back to the national curriculum body.

Teaching Methodology

Not only innovation in curriculum materials but also in teaching methodology and classroom organisation are constantly under review. The Teachers' Resource Centre can well encourage local groups of teachers to play an active role in this type of work. Topics such as mixed ability teaching, vertical or family grouping can be examined for their suitability and applicability to the local situation and other, newer, ideas developed.

School Organisation and Management

This subject might well be discussed by groups composed of headteachers and heads of departments, and proposals for innovations can be considered by them in consultation with others who have expertise in the field both locally and nationally. Suggestions and materials developed can then be produced by the Teachers' Resource Centre for circulation locally and nationally among teachers, headteachers, schools, colleges etc. In some cases it may even be considered worthwhile by the Ministry of Education to follow up such local innovation with a view to adoption nationally.

Resource Production

There is much that local groups of teachers can do to produce resources for use with existing curriculum materials whether locally or nationally produced. In particular, charts, models, slides, filmstrips, audio and video cassettes, and micro-computer software which will give classroom teachers additional resources to use in their teaching can well be developed by groups of teachers at the local Teachers' Resource Centre.

Again, the best of these might be considered by regional and national bodies for wider use and circulation.

Subject Associations

The Teachers' Resource Centre might well provide the stimulus through a course, lecture, seminar etc., for the formation of an Association of Teachers concerned with a particular area in education. These could be concerned with a curriculum subject - mathematics, modern languages, humanities, physics etc., or with a particular type of pupil - the less able, the gifted etc., or even with a topic such as Pastoral Care. In every case, the Centre would offer its services, equipment and other facilities to aid the group to become established, continue fruitful activities, and give continued support to its members.

In referring above to some of the suggested activities in educational innovation that might be initiated by the Teachers' Resource Centre, use has been made of the term "Groups of Teachers". Possible ways of organising such groups are as follows:-

Workshops (see Professional Development of Teachers 1 page 16)

Working Parties. (see Professional Development of Teachers 1 page 17)

Lead-Lecture (see Professional Development of Teachers 1 page 18)

3. **AN ADVISORY SERVICE FOR TEACHERS**

Apart from the structured or semi-structured activities which are usually the function of a Teachers' Resource Centre, an advisory service for teachers might be offered. This would help

to ensure efficient and effective education in local schools. It could offer help across the whole spectrum from personal difficulties to those of a group of teachers sharing a similar problem.

The mode of operation of such an advisory service will vary according to the distances to be travelled by teachers to reach the Centre and what personnel are actually stationed at the Centre. Some possibilities are :-

Personal Visits to the Centre

Where it is feasible, this method is to be preferred as it gives the immediate possibility of access to the resources of the Centre - the staff, library, equipment, etc. It also means that the teachers while at the Centre might discover facets of the Centres' work that they had otherwise not known about and thus increase their use of the resources and the support it offers.

Where advisers, inspectors, consultants etc. are actually based at the Centre, their expertise would be immediately available to those seeking help. Where they are not sited at the Centre, arrangements could be made for them to hold "surgery-hours", regular times when it is known that they will be at the Centre available to meet with teachers and discuss their problems. These "surgery-hours" would be well publicised to schools. However, the neutral, non-assessing ethos of the Centre should not be forgotten.

School Visits

Here the Centre would act as a link between the "experts" and the teachers with problems. The "cry for help" would be received at the Centre and channelled to someone able to help. In many cases this might be another teacher, on other occa-

sions it might be an adviser or inspector who would then visit the teachers at the school to assist and advise them. Where the "experts" have a base, other than the Teachers' Resource Centre, for receiving teachers, the Centre would simply act as the matchmaker referring the teachers to the appropriate person and place. In the ideal case, the Centre might even be in a position to base a mobile team of "experts" at the Centre whose task it would be to trouble-shoot where and when necessary.

Distance Advice

In particular, where long distances exist between the Centre and the schools, and transport is difficult for teachers (eg.) Travel between islands, etc.) the advisory service might, as its first recourse, use the telephone, the postal service or, two-way radio to assist teachers in need.

Meetings of Teachers

Where it becomes evident that there are numbers of teachers sharing common problems, the Centre can organise meetings, courses, discussion groups, seminars etc. to give them the opportunity to come together for mutual support, to discuss and to hear from "experts" or more experienced teachers.

In other parts of this handbook suggestions are made for formal communications between the Teachers' Resource Centre and local teachers (Section Three, E3 "Publicity" page 92. These can also be utilised for the less urgent types of advice needed. An indication of potential problems among teachers can be obtained from the annual questionnaire sent to them, from each school's "Centre Correspondent" and from informal discussions between Centre staff and visiting teachers. Meetings to suit the type of need can then be arranged by the Centre.

Professional Counselling

In particular, newly qualified teachers, and other longer serving members of the profession will often welcome and need advice on planning their personal career development. Where the Centre can offer such an advisory service, or channel teachers to such a service which exists elsewhere in the area, it would be performing a most useful function.

Personal Advice

In addition to the advisory service on professional matters, the Teachers' Resource Centre would be performing a useful function for teachers were it to offer a more personal advisory service. It is in no way contemplated that this service would usurp the functions of either the Teacher Professional Associations (Unions), where they exist, or of the Education Department's Administrative Staff, though the Centre can refer to them any teachers with problems normally dealt with by them (salary, conditions of service, etc.)

The type of service envisaged is one which would assist teachers who are newly qualified, and may be new to the area, to find their way in the community and in the education service.

The desire to move from neglected areas to urban areas is a problem in many countries. This rural-urban drift, with its resettlement problems, adds to teachers' worries at a time when they are trying to settle into new schools and patterns of work. Centres could run a personal counselling service to help teachers with such problems as finding suitable housing for their families, schools for their children and even jobs for their spouses. (Temporary or relief housing could be considered by the employing education authority.)

The Centre could also arrange for fellow teachers to call on these "displaced teachers" to offer assistance, advice or just give moral support. This type of service can often also be appreciated in urban areas of developed countries by newly qualified teachers in their first year of teaching away from home. Even where it is not possible to provide an extensive service to teachers the minimum of a notice board with accommodation available and accommodation wanted will go some way towards enabling teachers to resolve this type of problem and better concentrate their efforts on their teaching in new surroundings.

Other examples are a booklet explaining who is who in education, maps of the local transport system, details of local library and social facilities, a register of rooms, flats and houses in the area available for rent etc.

4. AN INFORMATION AGENCY

Teachers' Resource Centres can serve teachers and other members of the school and community as information agencies. All those in education and with an interest in life-long learning need to keep up-to-date with teaching material and methods; to keep abreast of new approaches, current developments and innovations; to be aware of new syllabuses and changes in programme requirements; and to keep informed on current trends and forthcoming events in which they might wish to become involved.

The Teachers' Resource Centre, if it serves as a focus for all levels and areas of the education service along with community groups, is well placed to act as such an information agency.

Information comes in a variety of forms spoken and written. The typed letter, the printed book, the response over the telephone, the photograph, the film, the video programme, the computer print-out, the set of slides, the poster, the chart, the map, the radio link, the telegram, the leaflet, the cyclostyled note or photocopied page. In these and countless other ways we convey information, ideas and facts. All are part of the efforts the Teachers' Resource Centre must make to keep its clientele informed. It can assist teachers, parents, community members and education-related groups through:

Personal Contact

- by having a receptionist, director, resource officer and others at the Centre to receive visitors, answer queries, supply background information, give advice and suggest other people who could help
- by having Centre staff who are able to answer telephone enquiries or perhaps maintain a radio link to more distant regions requiring support or assistance
- by visiting schools, community groups, etc.
- by giving talks at school or kindergarten parent-teacher meetings, at meetings of community groups, in libraries, in local authority offices, etc.
- by taking part in talk-back radio and television programmes.

Written Contact

- on a personal-individual basis through letters and on-going correspondence

- on a more widespread scale through regular Teachers' Resource Centre newsletters. These could not only list forthcoming events, new resources, new facilities, new equipment etc. but also recent developments, local news, social items, as well as feature articles to explain new developments in education, new approaches being used in schools or the implications of new equipment or facilities being introduced
- a termly programme informing teachers and others of the proposed activities at the Centre with application forms for each. This would enable potential participants to plan their time for maximum benefit.
- leaflets, brochures and posters might be used to advertise specific activities at the Centre, e.g. a summer school, a craft workshop, a lecture series, an outdoor camp, etc.
- a questionnaire at least once per year which enables the Centre's users and potential users to indicate the services and activities which would be most useful to them
- on a more impersonal level, articles in local newspapers or national (or international) magazines and journals, can also do much to advertise and explain the work of the Centre.

Displays

Visitors to a Teachers' Resource Centre will come for a variety of reasons - to attend meetings, take part in workshops, borrow resources, etc. - but while at the Centre they may have their attention drawn by a dramatic display. This incidental or vicarious education is an important part of the Centre's role in stimulating interest in other areas of education, other teaching approaches, new resources and new developments.

Displays should be as eye-catching as possible but not obtrusive. They should be carefully designed and well presented, for the very preparation of a good display is a teaching skill in which the Teachers' Resource Centre must demonstrate high standards. A range of good displays such as children's work, coming events, photographs of new school facilities, new publications etc. does much to create an exciting and lively atmosphere within the Centre. These and other displays show that the centre is a vital and interesting place. But the displays should not be overdone. Crowded, fussy surroundings do more harm than good, indicating a lack of selection, a lack of purpose and a lack of taste.

It is important that, whenever possible, some rooms in the Centre should be left free of displays, noticeboards or other distractions. These are quiet rooms for reading, individual study and relaxation. There are times when teachers want to escape the constant barrage of information, ideas and suggestions and relax in a non-institutional atmosphere. The Centre should recognise this need when arranging its display material and allocation of rooms.

Display panels can also be used effectively around the Centre to create private areas, to screen storage material or unsightly corners of the building, to delimit working areas, to assist traffic flow or to focus attention. They should be well constructed of permanent material, but able to be moved easily to meet the changing needs of the Centre.

The wide range of displays in a Teachers' Resource Centre might include displays on such matters of professional interest as:

- new resources, facilities, activities, etc. available at the Centre

- forthcoming meetings, conferences, seminars, workshops and courses
- vacancies, bursaries, exchange posts, etc.
- educational publications
- timetable and programme notes for school radio and television broadcasts
- a map of the district showing schools and the location of other resource centres eg. libraries, local education offices, etc.
- significant innovations or new developments in education
- local matters of interest
- social events, holiday tours, accommodation to rent, buy, sell or swap advertisements, etc.
- examples of children's work in writing, mathematics, art, science, etc.

Displays can be of all kinds - notices, posters, photographs, maps, prints, children's artwork, essays, poems, newspaper or magazine extracts, book dust-jackets, cartoons, etc. Table-top displays may be of plants or animals, teaching aids such as mathematics aids, games or equipment for infant classes, science apparatus, art materials, items of historical interest, craft-work, woodwork and metalwork models etc.

Exhibitions

From time to time a Teachers' Resource Centre could consider mounting an exhibition of special interest. This collection of material from different sources serves to focus the attention of visitors on a particular issue and may help attract teachers or community members to the Centre. While at the Centre

viewing an exhibition, the visitors, who could be visiting for the first time, may see the Centre and realise its attractiveness and its potential to them in their work and thus become involved in some of its other activities eg. courses, workshops, lectures, etc. An exhibition may also be one of a variety of activities - displays, workshops, seminars, discussion groups, etc. - centred around a single topic of interest.

Exhibitions should be well planned and effectively displayed. Proper provision should be made for the number of visitors expected to view the exhibition and the items on display should be properly protected and secured.

The types of exhibition which a Teachers' Resource Centre might consider are many and varied but could include:

- displays of curriculum materials eg. texts, teachers' guides, records, readers, test material, charts, etc.
- teaching equipment in such areas as science, mathematics, art and crafts, early childhood education, technical subjects, etc.
- teaching aids e.g. films, slides, charts, posters, records, audio and video cassettes, films strips, picture packs, books, micro-computer soft and hardware, etc.
- examples of children's work in art, language, crafts, science projects, mathematics, social studies, etc.

These exhibitions may often involve a number of different commercial firms and give teachers the opportunity to compare one product with another or to discuss a particular item with the supplier. The firms will often help the Centre with advertising the exhibition or will contribute towards refreshment costs so that the exhibition becomes a social as well as an educational occasion.

Because an exhibition inevitably takes a considerable time to bring together and display, it is usually advisable for the exhibition to be held over several days with evening or weekend viewing also available for those teachers who cannot be released during the day. In this case proper supervision must be arranged.

Library

A library serves to acquire, catalogue, display and make available, information in a wide variety of forms both print and non-print, and as such is an integral part of a Teachers' Resource Centre. Books, newspapers, magazines, journals, photographs, slides, audio and/or video tapes and cassettes, micro-computer programmes, films, records, filmstrips, charts, maps, posters, models, kits, etc. These and other materials are all part of a modern Resource Centre library.

The extent of the library will depend on a variety of factors including finance, accommodation available, staff, numbers and kinds of teachers served by the Centre, community use of the Centre, distance to other libraries, priorities set by the Director and Management Committee, etc., but few Resource Centres would be able to exist without some sort of library, however modest.

5. AN INFORMAL MEETING PLACE FOR EDUCATIONISTS

A later section (Section D page 56) deals with the possible Social and Recreational functions which a Teachers' Resource Centre can fulfill. However, even where a Centre does not encompass this type of function, it is recommended that at least a lounge with minimum catering facilities be provided since it will enable educationists to meet and exchange ideas in informal and neutral surroundings. It will encourage those who

are visiting an exhibition or taking part in a course, workshop, or working party to come early or, more likely, stay after the activity and continue to discuss educational ideas and problems with those present. This may include not only fellow teachers from other schools, but also those working in educational administration, in colleges of education and members of the community who may also be present. Such mixing can greatly enhance the professional development of teachers.

B. SUPPORT SERVICES FOR TEACHERS

Almost every teacher could do a better job in the classroom given additional support through access to a wider range of resources, technical services and equipment. Most teachers would welcome such assistance in their work.

This type of support for the teacher could be provided at the Teachers' Resource Centre. Additionally, the Centre could offer a loan service to teachers of audio-visual equipment and instructional materials, unavailable in their schools. Even where the Centre's supply of these resources cannot be sufficient to permit general lending to teachers, the possibility of using them on the premises can go some way towards meeting teachers' needs.

The type and quantity of the hard and software required by a Teachers' Resource Centre will vary from country to country and even from Centre to Centre. The main criterion for the selection of the equipment in any one Centre will, however, be whatever helps teachers to do a better job in the classroom. Any equipment that cannot be operated in the kinds of school that the Centre serves, or is too sophisticated for the majority of teachers served by the Centre should not be stocked unless training in its use can also be provided.

Certain decisions must be taken at an early stage in planning the support services of a Teachers' Resource Centre. These include such issues as:

- Will there be a method for sending the work to be done to the Centre and returning it to the school or individual teacher or must they bring it to the Centre themselves?
- Will the Centre staff do the actual work or must teachers and schools provide the manpower needed?
- Are the services to be offered to schools and individual teachers be free of charge or must a payment be made?
- Is a local system of direct debiting against school accounts to be set up or will schools and teachers pay by cash?
- Will the Centre offer periodic training courses in the use of its equipment to local teachers so that they are able to use these items effectively?
- To what extent should Centre services duplicate those offered by others in the region in order that comprehensive service is provided for teachers under one roof?

Policies concerning such matters have important implications for the staffing, equipping and administering of the Centre and also for its budget. They will influence the decisions on how much teachers must do for themselves and to what degree they must pay for the services provided.

While it has been emphasised that each Centre must decide for itself, on the basis of local needs and conditions, which services it will offer and at what level of sophistication these will be, the following may serve as a useful checklist of the kinds of service from which one may choose:

1. REPROGRAPHIC SERVICES

Photocopying*

While some larger schools may have photocopying facilities of their own many establishments will not have access to this most useful facility. In any case, teachers visiting the Centre will often require to copy material on display at the Centre, extracts from books, etc. Additionally, the Centre staff themselves will need access to a photocopier for their work. Thus such a machine is basic to the equipment of a Resource Centre.

The type of photocopier selected will depend on the expected demand for copying, the type of work envisaged, and the servicing facilities available. If the need is expected to be straightforward and unlikely to be great in numbers, a heat copier may suffice. Such a copier can also be used for making ink stencils. If the output is expected to be fairly heavy and varied, the investment in a more sophisticated type of photocopier will be worthwhile.

Duplicating and Printing*

As with photocopying so with duplicating and printing, there will be equipment of different degrees of sophistication available in some or all schools. However, both to supplement the resources existing in schools and for the considerable expected needs for publishing by the Centre itself, duplicating and/or printing equipment will be required as a basic resource in all Centres. Like photocopying, the type of machinery purchased will depend on what can be serviced in the country and the expected need. The choice can range from a spirit duplicator through a stencil-ink machine to offset printing.

Generally, experience shows that the need grows as the Centre becomes more established. (See "Equipping Small-Scale Printing Units" C S Morris, Commonwealth Secretariat, London 1983).

Typing

The Centre itself will need both a typewriter and a typist to support a variety of centre functions. From a modest starting point, Centres can build up a very wide range of services to teachers and schools. Such services might include:-

- pupils' worksheets
- school newspapers and magazines
- new curriculum materials
- reports of working parties resource materials developed by local teachers.

Equipment required for this purpose ranges from the most modest to the most sophisticated and includes:-

- portable and non portable typewriters
- electric typewriters including the golfball and daisy wheel types
- jumbo typewriters (with large letters for work cards for younger children)
- word processors

Which model is most appropriate will depend on manufacturers' back-up services, the scale of the service the Centre will offer and the financial resources at its disposal.

Graphics

The first decision a Centre will be required to make with respect to graphics is whether the budget and manpower available for it will enable it to offer the services (part or full time) of a graphic artist, or if teachers will have to carry out

their own work. Consideration should be given to the fact that any material is much more attractive when well presented. This is especially true of materials which will be used by pupils, but also applies to Teachers' Resource Centre publicity material.

Art work and lettering can be executed freehand but the use of one of the aids now widely marketed will enhance the quality of the work. These in order of sophistication include:-

- stencils
- transferable, adhesive letter and symbols
- headline printers

Once a Centre opts for offset printing it will be almost impossible to produce plates of a sufficiently high standard without careful graphic work. Where it is impossible to employ even a part-time graphic artist, the art department of a local school may be able to offer help to the Centre.

Silk Screen Printing

The value of silk screen printing is that it allows multiple copies of large posters and wall charts to be made in colour at very little cost. It can provide a useful service for teachers if made available at a Teachers' Resource Centre. The apparatus for making a silk screen printer can be constructed by anyone with basic woodworking skills.

Laminating

A service which teachers have found **most** useful in existing Centres is that of a laminating machine. This enables the life of workcards, pages from magazines and books etc. to be prolonged by the application of a plastic film. The equipment uses heat to stick a plastic film to paper or not too thick card. Funding and anticipated demand will decide whether to purchase

a photographic dry mounting machine or a continuous roll laminator.

Collating*

Any Centre in which printing of multi-page material is done will be involved in collating the sheets. The most basic method of collation is for one or more persons to assemble the sheets by hand. For this purpose any of the following could be used:

- centre staff
- pupils from local schools
- local teacher volunteers
- retired teacher volunteers

Faster collating can be carried out by machines of various degrees of sophistication.

Binding*

There are a number of binding systems that can be considered if the Centre is to publish a lot of printed material, these include:

- the simple hand stapler
- electric staplers
- spiral binders
- ring binders
- professional book binding machinery

As a Centre's publishing work grows, and as it becomes technically more ambitious, so auxiliary equipment to go with its duplicating and printing machinery may need to be added.

NB In each of the above sections marked * it is highly recommended that expert technical advice be sought before deciding on the type and make of equipment to purchase.

2. ART AND CRAFT WORKSHOP FACILITIES

The purpose in offering these facilities is to assist individual teachers in making their own teaching materials and to provide the tools and materials for in-service activities and workshops taking place at the Centre. Teaching materials may be copied from samples held by the Teachers' Resource Centre; others may be created by teachers developing their own ideas using the tools and materials supplied by the Centre.

While the range of crafts covered could be quite large, the Centre will have to be realistic in deciding what space and equipment it can devote to this service, important though it is, and whether or not to charge for the service.

It is recommended that the two and three dimensional art facilities be incorporated in the services of a Resource Centre since these are basic to the preparation of even the simplest teaching aids. More detail is therefore given of the variety of these. A checklist of additional categories of tools and materials is also provided for those areas where teacher demand and finance justify the provision of these.

Two and Three Dimensional Art Tools and Materials

These will enable most teachers to make a variety of teaching aids even if they are not particularly skilled in craftwork. They will also allow the Centre to mount workshop courses to help teachers to improve both their technical skills and the range of their thinking.

The range of items, by no means all inclusive, which could be offered is:

- | | | |
|------------------------------|----------------------|--------------------------|
| - paper and card | - paints and brushes | - felt tip markers |
| (both white and
coloured) | - glues and paste | - scissors and
knives |

- corrugated card-board
- polystyrene
- masking tape and cellotape
- rulers and erasers
- transferable adhesive letters and symbols
- coloured pencils
crayons
- guillotine
- staplers
- plasticine

Modelling Tools and Materials

- modelling clay
- papier mache (for puppetry)
- pottery wheels
- firing ovens

Woodwork and Metalwork Tools and Materials

- plywood
- balsawood
- wire
- hand tools
- vice or clamp
- softwood
- composition board
- light gauge rod
- power tools (where justified)

(In most centres there is unlikely to be a demand for metalwork and unless the demand is considerable it might be best to make use of a nearby school's facilities. However, simple tools such as pliers and shears can be useful for other jobs.)

Tools and Materials for Local Crafts

In many countries some traditional crafts and skills have become in danger of extinction. Corrective action is increasingly being taken, and traditional crafts are being taught in many schools. Where this is the case, facilities can be provided by the Teachers' Resource Centre. The type of tools and materials provided will, by definition, vary from place to place.

3. PHOTOGRAPHIC FACILITIES

The availability of even modest still and, where finance permits, cine photographic equipment will add a useful extra dimension to the support services offered by a Centre. Whether these will be purely for use at the Centre or whether schools can also borrow them will be decided according to local needs and to the quantity of equipment the Centre can afford to purchase. Basic equipment required will be:

- still camera/s - 8 mm cine camera/s
- light meters - flash guns

Close up and wide angle lenses would widen the scope of the work which can be done.

For most educational purposes, the most useful camera for still photography is the 35 mm single reflex model. Slides and filmstrips can also be made by teachers or even pupils using the single lens reflex camera, because it is so simple to use. For teachers in-experienced in photography automatic or semi-automatic, still and cine cameras are available today which will give good results even for the most amateur user.

If it is decided to offer photographic facilities in the Centre, other associated services will have to be considered for which the following should provide a useful checklist:

- lighting equipment
- dark room and (air conditioned) processing laboratory for developing and printing films
- slide making equipment
- cine film editing equipment
- projection room with blackout, projection screens and appropriate projectors.

4. AUDIO AND VIDEO RECORDING FACILITIES

These two systems offer a number of possibilities:

- recording educational and other broadcasts off-air (radio and/or television) for loan to schools and use at Centre activities
- making copies of recorded materials
- micro teaching (the filming of teaching simulations for playback and analysis of Centre activities), where a video camera is available
- recording outstanding lectures for showing to further audiences or transcription for publication.

It will be worthwhile considering the addition of one or more video cameras to the recording system. They can add a further dimension to film making since the tapes can be played back immediately or edited where necessary by retakes of the required shots. This adds greater economy and versatility to the service offered.

It is most important to ensure compatibility between equipment bought by the Centre and the schools and other local educational establishments it serves so software can be interchanged.

If it is decided to have recording and filming facilities in the Centre it will be advisable to have radio and television sets (monitors) for receiving broadcast and, in the case of video, for playing back recorded material. An adequate supply of blank tapes for general use will also be required. Extras, which should be carefully considered on the basis of need, include:

Audio

- editing equipment

Video

- a video editor

- bulk copier for tapes
- sound proof studio
- bulk copier for tapes
- television studio
(This will apply to
very large Centres)

As with the photographic facilities, consideration should be given as to whether the Centre equipment is to be loaned to schools. This question is considered in detail in the next section.

5. MICRO-COMPUTER FACILITIES

Only the tip of the iceberg of the use of micro-computers in the classroom and in education generally can as yet be seen. However, even from this it is clear that a facility which teachers will increasingly look for in Teachers' Resource Centres will be the availability of computers and the hard and software which goes with them. To provide "hands on" activities for teachers as well as opportunities for them to develop their own software, the Centre should consider having the following equipment available:-

- computer with keyboard
- audio cassette recorder
- visual display unit (T.V. monitor)
- disc drive
- printer
- audio cassettes
- floppy discs
- "Turtles"

6. FACILITIES FOR THE LOAN AND REPAIR OF TECHNICAL EQUIPMENT

Support services which a Teachers' Resource Centre might consider offering to local schools and teachers are those of a loan service for various types of technical hardware and software, and an equipment repair service. In considering the pros and cons of establishing these services, many local and other factors will enter into the equation - eg. can schools' equipment be repaired more economically by a contractor, a government service agency, a nearby polytechnic, etc. However, some universal issues are worth stressing here.

To make an equipment loan service efficient, a large amount of capital equipment will be required and it will demand large investments. Sufficient numbers of each item must be held to meet expected demand and to take account of its withdrawal from time to time for repair after breakdown, and periodic needs for servicing. For example, if 16 mm sound projectors are to be loaned there must be sufficient for schools to be able to receive the projector on the day of the lesson in the classroom and not when it is convenient for the Centre. The service will require a system of transport to distribute it. A loan service for software - slides, charts, films, video cassettes, micro-computer programmes etc. - must also be sufficiently stocked for normal demands and should take wear and tear as well as losses into account in budgeting.

A repair service will require workshop facilities, which will occupy quite a lot of space, and technicians competent in dealing with all types of equipment. It will also require an efficient system for the collection and return of equipment. Decisions will also have to be made as to whether the technicians should be mobile or work only at the Centre (a mobile

workshop could even be considered) as each system has implications for the type of service offered. Also the financial aspects will need to be considered to decide if schools will pay for the service or if it will be funded by the Centre's budget etc.

If it is agreed that the space, budgets and staff are available, then such services can be a most useful resource, for schools and teachers, and the types of equipment the service might usefully include are:-

- projection equipment (slide, filmstrip, loop, 8 mm and 16 mm films, overhead projectors, etc.)
- cameras (still, cine and video)
- recording equipment (tape recorders and video recorders both reel to reel and/or cassette)
- radio and television receivers (monitors)
- science teaching equipment
- electronic and micro-electronic equipment
- micro-computers including associated hard and software

C THE ACQUISITION, PRODUCTION AND DISTRIBUTION OF TEACHING RESOURCES

Today, teachers realise the importance of teaching resources which will improve and extend their teaching. Often individual teachers will spend a great deal of time and effort in preparing suitable resources to augment the content of and add variety and interest to their lessons. A function of the work of Teachers' Resource Centres could be to provide a resource area, a space within the Centre, where a collection of teaching

resources could be displayed, stored, worked with, copied, or possibly borrowed. The classification categories of such a collection might include items as shown in the table on page 50.

1. Acquisition of Resources

Teaching materials available at Teachers' Resource Centres should be relevant to the needs of teachers and students in the local area. Centre directors need to have an overview of curriculum trends and nationally produced resources so they can co-ordinate such knowledge with specific demands from local teachers and in-put from the advisory service and inspectorate. Teachers themselves should be involved in all aspects of resource development - initial research, compilation, classroom trials, production and final evaluation.

As the Teachers' Resource Centre aims to help teachers improve standards of teaching, it is obviously important that teaching resources that are available at the Centre should be of a high standard. Centre directors might consider, together with teachers, advisers and others, what criteria selected materials must meet, what subject fields should be covered and at what levels, what types of material are to be acquired and who participates in their selection.

The following avenues could be explored for providing a resource collection at a Teachers' Resource Centre.

<p>PRINTED MATERIALS</p>	<p>INDIVIDUALISED STUDY MATERIALS</p>	<p>CURRICULUM MATERIALS</p>
<ul style="list-style-type: none"> - Books - Periodicals - Newspapers - Clippings - Documents 	<ul style="list-style-type: none"> - Topic boxes - Resource boxes - Prepared units of work - Work cards - Starter units and ideas 	<ul style="list-style-type: none"> - New curricula - New curriculum materials
<p>PROJECTED MEDIA</p>	<p>LARGE SCALE VISUAL AIDS</p>	<p>MEDIA FROM REAL AND SIMULATED LIFE</p>
<ul style="list-style-type: none"> - Filmstrips - Slides - Tape-slide programmes - Loop films - 8 mm and 16 mm films - Micro-computer programmes - Video tapes and cassettes - Audio tapes and cassettes - Records (discs) 	<ul style="list-style-type: none"> - Maps and globes - Charts - Posters - Drawings - Pictures - Paintings - Photographs 	<ul style="list-style-type: none"> - Models - Artefacts - Specimens - Instructional games and puzzles - Manipulative toys including puppets

Commercially Produced Resources

These resources, on recommendation from or after trials by practising teachers, could be included in a resource collection. They can be purchased by or donated to the Centre. Sometimes firms producing commercial teaching resources are prepared to donate single copies to Centres anticipating that their use will create a demand from a number of schools. Sometimes firms will loan resources to Centres for extended periods of time for the same reason.

Resources Produced by Central or National Agencies

Although Teachers' Resource Centres are first responsive to local needs it is important that relevant resources produced by centrally recognised agencies within the education service should be available at the Centre.

Centres should establish links with such agencies as:

- curriculum development units
- national working parties
- advisory services
- research projects
- inspectorates

In all cases, both those bodies dealing with a single curriculum subject and those who may be working on integrated subjects should be approached so that new and existing materials are placed on file. It is not sufficient to presume that, because copies have been sent to schools, they have necessarily been seen by all teachers. Teachers returning to the service, relieving teachers, newly qualified and part-time teachers will all wish to know what is available to them within the schools and elsewhere.

Resources Produced by Individual Teachers

Many teachers produce for their own use resources that could be of wider interest and use. By visiting schools and using information from other itinerant education personnel, Centre directors could identify such teachers and consult with them as to the possibility of such resources being made available to a wider public. In some cases teachers could be offered the opportunity to spend some time at the Centre, preferably under a day-release scheme, to refine or adapt their material in consultation with Centre staff. The acquisition of such resources is important because they have been produced as a result of an expressed need and they have been used in local classrooms. If it is possible for the Centre to have access to all curriculum materials produced by local teachers, after consultation with the author and other colleagues, the material could be copied, adapted and/or edited and placed in the Centre's resource area. An additional possibility for those Centres which charge for the use of materials for making resources, is to offer materials free on condition that the teacher makes a second copy for the Centre.

Resources Produced by Teachers' Working Parties

Materials produced by working parties of teachers either at the Centre or elsewhere in the area should also be acquired for addition to the Centre's resource area. Such working parties might be involved in producing new materials or in the adaptation of regional or national curriculum materials to local needs. They will usually introduce the materials into schools for preliminary trials and the final product, after evaluation, would then be lodged in the resource area.

Resources Collected and/or Produced by the Centre

Because of the Centre's contacts with the local community it may be possible to tap local "throw away" material and make it available to teachers through the Centre. For example, a local newspaper might contribute spare photographic copy which could be indexed and filed at the Centre and would, by its local character, prove to be a valuable resource for the schools.

Resources Produced by Subject Associations and Committees

Encouraged by the Centre director, subject associations could develop suitable teaching resources, pertaining to their subject by arranging their own workshops. They might also wish to use the Centre as a base for their subject libraries or specialised equipment and would be encouraged in this.

Resources Produced in Collaboration with Local Institutions

So that local places of interest such as zoos, museums, historic places etc. are used by teachers to the best advantage, the Teachers' Resource Centre could liaise with the staffs of such institutions so that background material can be produced and made available to teachers through the Centre's files.

Resources Produced in Collaboration with Local Firms

Local firms might be prepared to supply teaching resources either about their particular product or an area of general interest. The Centre would provide the necessary links between such firms and those teachers who could usefully adapt the material for classroom use.

Resources Produced in Collaboration with Local (or Central) Government

It may be possible for groups of teachers, under the auspices of the Teachers' Resource Centre, to collaborate with government agencies and produce classroom resources. For example teachers could work with the Health Department to produce teaching resources on the dangers of smoking or alcohol.

Resources Acquired by Exchange Between Teachers' Resource Centres

A resource network set up among existing Teachers' Resource Centres might often provide a useful interchange of basic resources which could then be adapted to meet local needs where necessary.

2. Production and Distribution of Resources

Various options exist for the production and distribution of resources by the Centre. It may be that a resource is to be solely based at the Centre for loan or placed in the Centre's files for copying. On the other hand it may be more suitable to distribute an individual or master copy to schools from which they themselves can produce further copies or class sets.

Where material is to have wider distribution, the length of run will be determined after considering the potential market. Questions which will need to be considered are:

- Is the resource for free distribution to all schools?
- Is it to be printed after schools have viewed sample copies and contracted to buy it?
- Is it to be printed in bulk assuming it will sell easily?
- Is it to be printed in small numbers as facilities for re-runs are easy?

While many Centres may have access to offset printing facilities, in some cases it would be worth considering contracting work out to commercial printers. For small runs it could be sufficient to settle for copying by spirit or ink duplicators, or photocopiers which are available in most Centres.

When costing the production of resources it must be remembered that, although overheads are not generally included, a realistic costing includes materials, production, labour, testing and distribution.

In providing suitable packaging for resources it is important to consider whether the resource is to be loaned, to be distributed by mail or other means or to be placed permanently in a classroom.

If a tested resource proves to be very good and demand continues, the Centre could consider whether it should transfer the production and sales to a commercial publisher or, if the Centre continues this profitable line, whether it will help to subsidise other less profitable minority interest resources.

3. Organisation of Resources

As resources are acquired by Centres whether they are for loan, for copying, or for sale, they should be catalogued, classified, indexed and stored. This storage should ideally be in one room or a complex of rooms with "browsable" access for teachers. Open display storage is preferable as, with storage in cabinets and drawers, easy visibility is reduced to a minimum. If storage containers are used, transparent packaging is advisable. Retrieval and borrowing systems should be simple and people-orientated. Ideally Centre resource areas, in their layout and management, should serve as a model for libraries and resource areas in schools.

4. Advertising Available Resources

A major problem faced by a Teachers' Resource Centre is informing schools about what materials are available. By word of mouth, regular newsletters, through the advisory services and the inspectorate and by notices in other educational publications, such information can be widely disseminated. Ideally, a catalogue of resources available for loan and for sale could be compiled and a copy sent to each school. The production of such a catalogue would be a major task and for it to continue to be useful it would need to be regularly up-dated. This method, if used, will require many hours of work by Centre staff but will bring its rewards. Once the Centre or Local Authority has a micro-processor and/or computer, the task of up-dating becomes much easier.

The catalogue should include how and at what level the writer suggested the resource be used. Systems for borrowing and for buying resources should be clearly outlined in all information about their availability and, where possible, a clear order form should be included with advertisements. It obviously depends on the geographical size of the region how best to organise lending, and the length of loan may well vary according to the demand for the item. In selling resources, cash is certainly easiest, but some schools may prefer to be invoiced, (See Section Three, H3 page 109 "Cash Sales") or the local education authority may buy from the Centre and distribute free to schools in the district.

D SOCIAL AND RECREATIONAL SERVICES FOR TEACHERS

Not all Teachers' Resource Centres will feel it their function to offer social and recreational services for teachers, though the possibility for at least some limited services of this type

should be carefully examined by those charged with the responsibility for managing a Centre. The benefits of offering teachers at least minimum social activities will accrue both to the level of education of the area and to the morale of the teaching force operating in it.

Teachers can feel very isolated in their work for a number of reasons: they work alone in a classroom where they are the only adult for most of each day; the possibilities for informal professional interaction are often very limited not only in rural areas, and in particular countries consisting of islands spread over wide areas, but also in urban areas. Thus, the opportunity to chat with a fellow professional in an informal way can be both therapeutic and professionally rewarding.

In general social activities should be open not only to teachers (it can be argued that this would restrict the teachers' horizons too much) but also to all who work in education and its ancillary services - advisers, inspectors, and staff of the education office, the social welfare department, the schools' psychology service etc. - as well as those connected with education-related community groups and the families of these groups.

The types of social and recreational facilities a Centre can offer are many and varied and the examples presented here are not all inclusive nor are they presented in order of priority, though the first is recommended as a basic requisite for most, if not all, Centres.

1. A Lounge with Light Refreshment Facilities

Most of the rooms of a Teachers' Resource Centre will naturally have an institutional look and atmosphere with equipment, notice boards etc. Likewise, teachers work in schools in

which they are surrounded by the paraphernalia of education. It is therefore important that at least one room in a Centre, the lounge, should have a comfortable relaxing, adult, non-institutional decor and atmosphere. This will enable users of the Centre, whether on arrival after school, or after taking part in a Centre activity, to relax and relate to their colleagues informally even if this is on educational issues.

This lounge should contain or have easy access to at least the facilities for making light refreshments (a drink and biscuits) available to teachers. Whether a charge be made for the refreshments will vary from place to place according to its budget. In some Centres, the idea of refreshments to stimulate teachers and encourage them to arrive early and remain after any activity has been expanded to having a licenced bar, but this will depend on local mores with regard to the drinking of alcohol and other factors.

Experience has shown that a lounge can lead to teachers and educationists across the whole spectrum - infant to tertiary - often for the first time, sharing and exchanging ideas to the benefit of their work in the classroom.

2. Catering Facilities

Where a Centre runs all-day or longer activities, it can be a great help if light meals can be provided for participants. This need not call for the installation of expensive equipment. Salads and open sandwiches, for example, can be made with few implements. Alternatively, in countries where there is a school meals service or even a technical college nearby with a catering course, these can be called upon to assist with catering on such occasions as it is needed. Clearly, frequency

and extent of demand, budgetary and staffing considerations as well as available space will be the deciding factor in how extensive such catering facilities will be.

3. A Programme of Social Activities

The organisation of regular social functions such as film shows, folk dances, indoor games evenings, a drama club, hobby classes etc. and even the chance to learn leisure pursuits such as Yoga, cooking and other classes, could create opportunities for relaxation and meeting with colleagues, educationists and others on an informal basis.

4. Recreational Activities

The Centre's programme could well include sporting activities which could be based at neighbouring schools or colleges which can put their facilities (gymnasia, squash, tennis, netball and basketball courts, swimming pools, etc.) at the Centre's disposal in after school hours. The promotion of Centre teams to take part in local or regional sporting competitions could also be considered.

5. Retired and Unemployed Teachers

If there are local retired or unemployed teachers, the Centre can offer its facilities to them for their meetings and they can be invited to take part in both the social and educational activities of the Centre. This can often reap benefits not only for the teachers in these groups but also for the Centre, as they will frequently be willing to assist the Centre when the need arises for extra hands to help with Centre office, clerical and other types of work.

E A CENTRE FOR COMMUNITY INVOLVEMENT IN EDUCATION

Since schools and teachers serve community needs, Teachers' Resource Centres could also be seen as having an important part to play in the community's education system. Centres could make a positive contribution by offering a meeting place for education-related community groups, for meetings of parents with teachers, and as a venue for a wide range of community education activities. In these and many other ways the Centre can serve the community as a welcoming and exciting place for the exchange of ideas, interests and support, and as a place where parents, teachers, pupils of all ages, and community members (including old people and various multicultural ethnic groups) can be brought together for the betterment of the community as a whole.

By involving education-related community groups in the activities of the Teachers' Resource Centre, one would hope to encourage:

- closer parent involvement in education
- social interaction to be strengthened with the consequent breaking down of any artificial barriers which may have developed
- the identification of special educational needs within the community and the provision of programmes specifically designed to meet these needs
- the assistance of various community agencies with the work of the Centre through the contribution of resources of all kinds - finance, equipment, furniture, books, films, materials, maintenance, personnel etc.

- the development of closer links between the schools and all levels and areas of the communities they serve.

A Centre which decides to fulfil the function of a Centre for Community Development in Education could include among its services that of keeping the community and parents within it informed of educational developments. This could be done through:-

1. A Community Information Service

Teachers' Resource Centres can serve the community as information centres, when suitably located, where community members can:

- discuss with someone their own educational needs, or the needs of their child, family, group or organisation
- obtain information about the various education provisions within the community - courses, lectures, workshops, classes for adults, special interest societies and clubs, hobby groups, etc.
- keep abreast of new developments in education (new programmes, special courses, new approaches, new schools, new facilities, etc.) by means of Centre displays or exhibitions, Centre sponsored newspaper articles, radio broadcast, television programmes, talks to groups, etc.
- learn more about their own children's curricula and schooling. Such programmes at the Centre would support the work of teachers and schools by giving parents a background to new programmes such as science and mathematics or to new methods of

teaching reading so that they, in turn, could be of greater assistance to their children. These activities could take place at times when the Centre is not needed for teachers' activities eg. in the morning, when some parents may well be free to attend

- meet with teachers and others involved in the education of their children in order that all parties concerned can better appreciate each others' needs, approaches and points of view

2. Co-operative Learning

As has already been stated, not all the functions listed and described in these pages will be carried out by all Teachers' Resource Centres in every country. Even within one country, local needs, funding, building, availability etc. will determine the character of each individual Centre. The offering of a Co-operative Learning programme in those places where it is introduced, will extend the work of the Resource Centre beyond services related to teachers directly or indirectly. Indeed, where an education system sees the encouragement of community involvement and educational development as an important role of the Teachers' Resource Centre, such Centres, where they already exist, have been called Education Centres in order to embrace this wider function.

As communities grow, towns and cities become larger, and the organisation of our society becomes more complex, institutions, groups and associations become more self-contained and gradually lose contact with other agencies in the same community. Schools, churches, service clubs, business associations, local bodies, government agencies, industrial groups, workers unions, associations for the aged and infirm, tertiary institu-

tions, and the many other organisations and institutions within many of our communities can be brought together for the common purpose of the further education of their members in the surroundings of a Teachers' Resource Centre.

The Centre can provide an ideal venue for adult learning. Its independent situation (not part of a big institution, a church or Government complex), its comfortable facilities, its resources of equipment and educational materials, its understanding of individual needs - these and other factors make the Teachers' Resource Centre a neutral, non threatening, welcoming environment in which to encourage adults to learn.

The type of community education programmes for local adults which might be sponsored by the Centre could include:-

- the use of Centre resources by all groups within the community including the aged, handicapped, recently arrived immigrants, students at tertiary level, the business community, trade training groups, cultural and recreational groups, etc.
- the use of Centre facilities for organised groups, societies, associations and clubs to hold committee meetings, meetings of the full group, lectures, workshops, seminars, courses, etc. The Centre may give further assistance by offering clerical assistance, filing or other storage facilities, a mailing address, or help in planning activities. The aim in this, would be to encourage community groups eventually to take the initiative and responsibility for their own educational programme.
- arranging courses in basic skills such as literacy and numeracy. In this way the facilities and resources

of the Centre could be used for adult education during those periods of the day when they are not being used by teachers.

- courses by parents and other community members who have special skills which could be used in schools (eg. music, drama, hobby skills) or in other education-related community groups (eg. public speaking, personal relations). This may also represent a way in which traditional skills of spinning, dyeing, weaving, and carving, traditional games, and traditional culture - music, songs, folk-tales, legends, nursery rhymes, etc., can be preserved and incorporated into the educational system.
- discussion groups, workshops and seminars in which different community groups meet together, with the Teachers' Resource Centre acting as a catalyst to develop a 'learning web' or interaction between a number of different educational agencies within the community. The independence of the Teachers' Resource Centre may enable it to bring different groups together for their mutual benefit and in the interests of education in the community.
- the production of resources for the benefit of adults in the community. These may range from teaching/learning materials in basic skills, through to teaching method guides, teaching materials for adult learning, and handbooks or guides to community education resources and agencies.
- the opportunity for adults to undertake their own learning by using the library or other resources of the Centre.

- making Centre equipment available for adults to participate in Distance Learning Courses including those offered by Open Universities in countries where these exist. (These courses would also be of interest to local teachers.)

Whatever degree of community involvement those responsible for the policy of the Teachers' Resource Centre decide upon, it will in every case be a worthwhile exercise to keep the community informed of the Centre's activities - even where these are restricted to teachers. One excellent way to achieve this is through the local radio and/or T.V. station. Apart from the possibility of the radio station agreeing to carry news items about the Centre, it may be possible to negotiate for a regular slot (eg. weekly) about centre activities, curriculum innovations, educational developments in the area. These could include interviews with educationists and a variety of other techniques to ensure that the programme will be a lively and interesting one which informs the community of the important role in local education being fulfilled by the Teachers' Resource Centre.