

1943
NEW ZEALAND

EDUCATION: PRIMARY AND POST-PRIMARY EDUCATION

[In continuation of E.—2 of 1942]

Presented to both Houses of the General Assembly by Command of His Excellency

NOTE.—Some of the tables have been omitted because the information or part of it can be obtained elsewhere. These tables are as follows, and the tables to which reference can be made are also given: Table A 5—see Table E 2 in E.—1 for median ages; Table A 9—see Table O 1 in E.—1; Table A 14—Table E 5 in E.—1; Tables A 17 and D 8—see Tables D and E 1 in E.—1; Table B 2—see Table E 6 in E.—1; Table D 2—see Table E 3 in E.—1; Table D 4—see Table N in E.—1; Table E 2—see Table D in E.—1; Table J 2—see Table E 5 in E.—1; Table K 1—see Table W in E.—1.

EXTRACTS FROM THE REPORT OF THE CHIEF INSPECTOR OF PRIMARY SCHOOLS (MR. G. E. OVERTON) FOR THE YEAR 1942

Biennial Plan.—Some effects of the introduction of a biennial instead of an annual system of school inspection can now be observed. Inspectors state that they have a sense of freedom, enabling service to be given in a wider capacity. Personal discussion with teachers on their work and on school problems, which has replaced the former practice of supplying written comments after the Inspectors had left the schools, is proving of mutual benefit to both teachers and Inspectors, and better relationships are being engendered. With respect to co-ordination of subject content, adaptation of courses to pupils' needs, development of desirable attitudes on the part of the children, and survey of general efficiency, the larger type of school can now be reviewed as a single unit and not as a number of units which the older form of inspection, with its individual notes to each staff member, often implied. One district reports that up to three days have been spent by Inspectors in certain sole-charge schools needing special assistance, a progressive measure not possible under the annual system. Inspectors also can find time for the study of educational literature, and to meet not only groups of teachers, but School Committees, parent-teacher associations, and various bodies interested in education. The freedom enjoyed is leading to the introduction of a degree of specialization within the Inspectorate in such phases as education of handicapped children, infant work, and the function of secondary departments of district high schools. In a number of cases, primary Inspectors have joined secondary and technical Inspectors in visits to post-primary schools with a view to obtaining a better articulation of the work of primary and post-primary schools. Closer liaison is also being made with training colleges. As a result of all these changes, the educational interests of the children themselves are better served.

Interesting Developments in Schools.—Teachers and children in numbers of schools are making wider contacts through the extension of inter-school movements. Smaller country schools visit a larger country school for periods varying from one day to a week. Lessons and activities not possible in small schools are enjoyed by all at the larger school. In one case as many as eleven teachers visited a centrally situated school to observe and discuss methods of teaching and samples of children's work. There has been in one district a revival of the "adopted school" plan, in which a "parent" school assists an "adopted" school in every way to improve its efficiency. The inter-school movements are not confined to country schools. In one town mutual visits among larger schools proved a profitable and pleasurable experience.