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Research into Values In Secondary Education

Report to the Gordon Cook Foundation

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ReVISE

University of Huddersfield

October 1999

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Introduction

There is currently a crisis in the way that society in England defines its values and transmits them to its young people. The debate during the last two years, when violence and drug-related crime among young people has been given a high profile in the media, has become strongly politicised. This research into values in Secondary Schools in England, in the context of a more centralised curriculum and assessment structure, adds a new dimension to work completed by Powney et al. (1995) in Primary Schools in Scotland.

This report explores the relationship between the espoused values of teachers, and those enacted through practice. Through the production of staff development materials the research is designed to make an impact on teachers and classrooms. We feel that this is very timely, especially in the light of the Crick report on Citizenship (Citizenship Advisory Group 1998), and the 1999 review of the National Curriculum in England (QCA 1999). The report on the National Curriculum assimilates the views of the Crick report, making statutory provision for PSHE and Citizenship Education in schools for September 2002.

The development of a shared value system within schools (Brighouse 1987) has been inhibited by developments within the world economy which have made whole life meaning harder to grasp (McLean 1995). Tate (1996), whilst Chief Executive of the Schools Curriculum and Assessment Authority (SCAA), asserted that the essence of the teacher, the core values, are so inhibited by political correctness that our children are left to wander without guidance, without a shared vision for the future. He feels that schools are threatened by 'political correctness and that they are afraid of instilling the difference between 'right' and 'wrong'. SCAA (1996) responded to this perceived crisis through a consultation process which sought to discover the level of agreement on the values that schools should promote on society's behalf. Subsequently, they commissioned a pilot

project (QCA. 1997) to promote pupils' spiritual, moral social and cultural development. However, there is little research on the nature and impact of teachers' values within the context of the Secondary classroom.

This research redresses that balance through the following aims:

- to explore the nature of teachers' values as developed and transmitted in the classroom.
- to gauge the impact of teachers' values on pupil experience.
- to develop materials, based on the findings, for use in teacher professional development.

ReVISE (Research into Values in Secondary Education) carried out research into the values of teachers and how these values either intentionally or unintentionally influence their pupils' values during the crucial period of mid-adolescence (13 - 16 year olds). The research was carried out over the period of one year. Preliminary results were fed back to teachers in schools and the outcomes of these were used to develop materials for use in teacher professional development and are appended to this report in draft form.

The findings are divided into two sections. The first set of findings is concerned with values that are not focused entirely upon subject matter, but are of broader interest to teachers of other subjects and other educators. This section is called: Schooling and Values.

The second section is subject specific and relates to values arising from the study of English and Science. This section is called: Pupil engagement with the values of Science and English.

Methodology

Values in the research

In developing our methodology our first task was to reflect upon the nature of values. We found that the work of Marcuse (1972) offered insight into the world of secondary school values. Marcuse suggests that if values are idealised then they may in fact have little impact upon the established way of life.

Values may have a higher dignity (morally and spiritually), but they are not real and thus count less in the real business of life.... (p122-3)

We were concerned with the effect of teachers' values on their pupils and so we were careful to distinguish between 'mere ideals', where the 'concrete, critical content evaporates into the ethical or metaphysical atmosphere', and what people 'care about, or what they consider important' (Haydon 1997).

Our iterative approach meant that as we collected data, and began to analyse and continue with our reading, with a view to producing effective and meaningful staff development materials, the distinction between the unverifiable, ideal, preference of the teacher, and the achievable, evident practice of the classroom became more and more central to our purpose. During this process we turned to Dewey (1944. p239) and the distinction he made between intrinsic and instrumental values.

According to Dewey, an intrinsic value

serves its own end, which cannot be supplied by a substitute.

In this sense such intrinsic values in the data are ends to be satisfied. Examples of this from the data are: 'love of literature,' and 'pleasure in reading' in English and 'Curiosity' and 'Exploration' in Science.

Instrumental values arise where things

judged or passed upon have to be estimated in relation to some third thing. With respect to that they are means.

Such instrumental values in the data would be 'exam success' or, 'the power of language'; things that are valued, not necessarily for themselves, but because they are means to an end. They can offer access to intrinsic values; those preferences that we seek to satisfy, those things that we aim for and are seen as ends worthy of pursuit.

In the observed lessons many teachers used the immediacy of instrumental values to engage pupils, and then to successfully link this interest to apparently more distant intrinsic values (using the power of language to explore psychological dependence in the context of Lady Macbeth and her grip over her husband is one such example). More controversially perhaps, on occasions we classed 'tolerance, sympathy, and understanding' in English, and cooperation, and respect for argument in Science, as instrumental. For teachers and pupils these values could both be means by which study of the subject is conducted (instrumental), as well as ends in terms of a wider appreciation of their own worth (intrinsic). Whether they are intrinsic or instrumental depends to a large degree upon whether they are means or ends in the context in which they are found.

As we shall see later, some instrumental values have become ends in themselves, but they fail to offer the satisfaction that an appreciation of an intrinsic value would offer. We describe this in the findings where a certain type of science 'experiment' and the procedures involved, although intended to satisfy curiosity and to offer explanation, had become ends in themselves, but did not offer the quality of satisfaction of an intrinsic value. By the same token, some values that may be considered intrinsic, in that they have worth in themselves, have a further purpose. So, tolerance and sympathy are used in both an intrinsic sense (there is value in both of these in themselves) and in an instrumental sense (they help pupils appreciate the value of literature.) It is the context in which these values are used that determines whether they are instrumental or intrinsic.

This distinction allows us to ground the concept of values in the life, work and experiences of teachers, by taking into account the more immediate and 'assessable' instrumental values, whilst also considering the more abstract and fundamental intrinsic values.

We were aware from our earlier work (Butroyd 1999) that teachers were preoccupied with their subject, and pupils' academic success, and this led them to overlook the values that were implicit in their subject and pedagogy. Teachers' concentration upon doing things better, rather than exploring the validity of the subject matter and the pedagogy, reflects Marcuse's concerns with technical rationality. An explicit example of this would be a concern for teaching a prescribed content in a more effective way, perhaps through a given method, rather than questioning the purpose and value of the prescribed pedagogy and content.

The data collection

The research was designed to investigate a small number of classrooms in depth, in order to explore the difficult area of the mismatch between teachers' intentions and the actual outcomes in terms of young people's learning, their behaviour, and their developing values.

Data collection was carefully sequenced as follows:

- a) preliminary interview with teacher
- b) classroom observation
- c) interview with teacher focusing upon 'critical incidents' in the observed lesson
- d) interviews with pupil participants in the observed lesson, focusing upon the same 'critical incidents'.
- e) Transcription of data followed by analysis of relevant research data with teachers, in order to develop understanding of values and their impact.

On this basis it was possible to build up a data base of mini case studies which enable in-depth analysis from which we were able to infer values transmitted to pupils and the teacher's role in transmitting those values.

Interviews were semi-structured to enable comparison between cases while allowing teachers and pupils the opportunity to develop their own agendas.

The data were drawn from a stratified random sample (see figure 1) of:

4 female English teachers;

3 male English teachers;

1 female Drama teacher;

5 male Science teachers;

2 female Science teachers.

Data analysis

The purpose of the interviews was to explore the 'critical incidents' observed in the classroom. We wanted to study critical incidents, not in the sense that they were life changing but, in the sense that they were:

indicative of underlying trends, motives and structures.....because they provide a means of enabling teachers to be more aware of the nature of their professional values and associated problematics, to question their own practice, and to concretise their generally abstract notions of values such as social justice. (Tripp, D. 1993. p35)

Tripp suggests that critical incidents can be identified through certain adjectives:

silly, interesting, funny, sad, witty, unfortunate, boring, good, trivial

After a small number of observations it soon emerged that these 'incidents' (see figure.1 for an indicator of these) were of two types: one was related to the nature of subject matter or pedagogy; the second to classroom management or 'discipline.' An incident of each type was a basis for discussion in the post observation interviews with the teacher and pupils. Discussion of these 'critical incidents' in the interview would often lead to further responses from the teacher or the pupil, sometimes not specifically related to the 'incident.' Discussing these issue allowed the interview to continue at a deeper level than just the descriptive. The 'incident' would, on occasions, be quickly dealt with as the teacher or pupil

gave their perspective on the event. What it did do successfully was to indicate to the interviewee the level of analysis that the interviewer was looking for.

Dilemma analysis was used, after the interview had been transcribed, to explore the data. A dilemma is characterised by 'hesitancy, puzzlement, uncertainty, a sense of difficulty or stress', (Somekh 1995) 'complexity, tension and contradiction,' (Winter 1982.) Dilemmas in the data often emerged through the identification of different perspectives on a critical incident, or on a subsequent issue. These dilemmas form the basis of the findings and the staff development materials.

The nature of the research was necessarily intrusive, as it explored very personal values, attitudes and feelings. On a number of occasions teachers explained how they had never talked of such issues before, particularly professionally. These teachers were brave to allow a stranger to enter their classroom, to explore their values and the feelings of their pupils towards them. The research took place in West Yorkshire and the names of the schools and participants have been changed to maintain the anonymity that has made this research possible.

Transcripts of the interviews were sent to the teachers and the professional development materials were discussed with them and amended in the light of this collaboration. Findings were discussed with a number of teachers in the project, but opportunities for this were constrained by the demands on their time and energy that are familiar to all of us who have been secondary school teachers. The researchers take responsibility for the findings in this report.

Fig 1: The Sample

Key

Figures in parenthesis represent the number of years teaching.

Figures in bold represent the number of pupils present in the observed classes.

IDCI stands for Issues arising from Dilemmas in Critical Incidents.

Coed Comp: A non denominational coeducational comprehensive.

Gerry (26): English, top ability set. 21

IDCI: on what basis did the pupils choose 'their' scene from 'Educating Rita'?;
is it normal for the noise level to drop when the teacher leaves the room?

Roger (24): English, lower ability set. 24

IDCI: what did the pupils think that 'Of Mice and Men' was about?; what did they think of the
classroom environment?

Dennis (5): Chemistry, top ability set. 20

IDCI: the place of curiosity and exploration in science; pupil motivation

Betty (15): Chemistry, middle ability set. @20

IDCI: what did the pupils get out of a video on the iron industry?; teacher as a
role model.

Church Comp: A church, coeducational comprehensive.

Barry (30): English, middle ability set. @ 24

IDCI: teacher's use of inappropriate (?) language; are teachers in 'Kes' like the teachers in school?

Millicent (1) Drama, mixed ability @18

IDCI: how pupils reacted to a video of their performance; how pupil interpreted an anti-drugs video.

Colin (22): Biology, middle ability set. 24

IDCI: respect in classroom interaction; curiosity and exploration in science.

Susan (3): Physics, middle ability set. 20

IDCI: why do the experiment on reflection?; the teacher's reaction to poor behaviour.

Engirl Comp: All girls school; majority of pupils of South Asian origin.

Jenny (7): English, mixed ability group. 18

IDCI: the classroom organisation (use of a circular seating arrangement); the nature of Shakespeare's
language.

June (3): English, mixed ability group. 17

IDCI: the nature of a mixed ability class; 'Once for laughing punched her in the face. 'It's
shocking.' Is it shocking?;

Boys Comp All Boys school; majority of pupils of South Asian origin.

Mary (16): English, top ability set. **24**

IDCI: the nature of the '3 way dialogue' in teacher/pupil interaction; the nature of propaganda.

Sandy (9): English, lower ability set. **23**

IDCI: how well do pupils read (in their first language)?; why do pupils make silly noises?

Derek (13): Physics, middle ability set. **11**

IDCI: Why were so many people absent?; the nature of science experiments (using electromagnetism to make a buzzer.)

Gordon (8): Biology, top ability set. **20**

IDCI: why study blood?; why did other pupils enter his lesson?

Scigirl Comp: All girls school; majority of pupils of South Asian Origin.

Farouk (6): Physics, middle ability set. **26**

IDCI: the nature of the 'experiment' (kinetic and potential energy, and collision.); pupils' disruptive behaviour.

Findings 1: Schooling and Values

This first set of findings is concerned with values and the nature of schooling. Reimer (1971) claims that schooling has four distinct social functions:

custodial care, social role selection, indoctrination, and education as usually defined in terms of the development of skills and knowledge. p23

Custodial care, social role selection and education are widely recognised as amongst the purposes of schooling. However, indoctrination is perhaps the most contentious.

Indoctrination is a pejorative word, and Reimer means it in this sense.

Indoctrination is a bad word. Bad schools say indoctrination. Good ones teach basic values. All schools, however, teach...what is good and what is true. p30

It is the purpose of this next section to reveal how teachers in particular see the teaching of basic values, and to explore the validity of Reimer's perception of schooling as 'indoctrination.' In considering this question analysis of the data reveals that there are 5 areas of dilemma that shed some light on schools and their promotion of values. A number of case studies are used here to illustrate these dilemmas.

Teachers are human too

It can be the case that pupils express surprise when they discover that teachers have the same needs, desires, weaknesses and strengths as other adults. This can be seen to be a weakness in the promotion of particular values, especially if the teacher's lifestyle is at variance with that idealised by the school. The discovery that the teacher cannot always live up to the promoted values need not be seen as a weakness. If the teacher claims perfection then any teacher transgression can be interpreted as hypocrisy, and can undermine promoted values. The case of Mary, at Boys Comp, illustrates how the imperfections of humanity need not be a fatal flaw in the argument for the promotion of values, and how pupils need to contribute in a meaningful way to an interrogation of the values promoted within the classroom.

Mary was a very self confident teacher in her fifties who had taken 16 years out of teaching to raise her family. On her return she became head of English in Boys Comp. During that time she had 'educated' herself . She had read voraciously. 'Everything', from Mills and Boon to Nietzsche. She was clearly proud of the results of her pupils, and enjoyed her classroom teaching. She had little time for what she saw as 'the management' of the school.

Mary was very confident about her classroom identity, and stressed the importance of engaging children in a 'proper, 3 way dialogue', as opposed to the 'two way dialogue', of guessing what was in the teachers head. The 'three way dialogue' involved pupils asking Mary 'real' questions. This is an example of a (hypothetical) typical 2 way dialogue:

Teacher to pupil: 'Terry, Who wrote 1984?'

Terry: 'H. G. Wells.'

Teacher, to rest of the class: 'Who can tell Terry the answer?'

A.Nother Pupil: 'George Orwell, Miss.'

Teacher: 'That's right, George Orwell.'

In the above example there is only a two way dialogue. Terry has to guess the right answer, and when he gets it wrong another pupil offers the right answer, and Terry has to take this as given.

In the 3 way dialogue the exchange may go something like this:

Teacher to pupil: 'Terry, Who wrote 1984?'

Terry: 'H. G. Wells.'

Teacher to Terry: 'Why do you think it is him?'

Terry: 'Because I saw it on Telly last week.'

Teacher to Terry: 'I saw that. What was that called again?'

Terry: 'I think it was called 'War of the Worlds.....'

In this case the pupil is engaged in an exploration of their own knowledge, and the reasons for the wrong answer are explored. Mary wanted pupils to explore what was on offer.

She had a powerful classroom presence, and she wanted the children to learn with her. She described herself as a learner, and wanted to be seen as a person and not just a 'teacher', a word that she 'hated'.

I don't want my children in the classroom to see me just as 'Miss XXXX, Head of English,' or 'Miss XXXX, my English teacher.' Because I am not just that. I am a person... a human being who has feelings, who can get angry, who can be hurt, who has opinions, and that is what I want them to see me as, as another person.

Mary's pupils saw her largely in the terms that she would have wanted.

How do you think Miss XXXX would like you to grow up?
Like herself. Feel about things in the same way that she does... she has got a bad temper. Not that she shows it anymore, but she has. She never takes her anger out on us, but we have seen it at times. She is a calm person, not angry in small situations, low temper, respects elders.

The pupils used her as a point of reference for behaviour, and in a positive sense. So, although Mary would balk at the terminology, she was in a sense a role model for these pupils. Although the natural relationship that she aimed for was not a complete reality. When asked if they could always say what they thought in her lessons the pupils said that by and large they could, but that they were aware of her power as a teacher, and that she was capable of 'anger' towards them. This tension, between the intention of the person, and the constraints of the role of 'teacher' was to appear as a factor in the other areas of dilemma.

Teacher as Role Model

Barry had just become head of English in Church Comp, and had 30 years experience. Barry was, like Mary, a very powerful personality in the classroom and, again like Mary, he viewed himself as unconventional, and shared her disdain for what he considered to be presumptuous.

.....Role model is nonsense as far as I'm concerned. Do your job. Certainly don't think in those terms. Do the job. It is a presumption. If I'm an organ player, and play the organ. I don't come out and say well did you like that change from F sharp to G minor, and , shall we do something different next week? You just play the organ.

His approach was to be his 'natural self' even to the extent of using language that some might consider inappropriate in a classroom. When asked about this he said that he had not considered it before, but that on reflection he felt that it created a type of 'intimacy' with the pupils and it prevented him sounding 'too pucker.'

His pupils had no difficulty with this, and, indeed, were glad that Barry could be seen as a person.

P1 ..you feel he is more like you. P2 I like him, he's a good teacher. Other teachers are more stuck up.
P3 He relates to you. P2 He gets on the same level so that you can understand.

This approach contravenes all that young teachers are told about techniques that a teacher should employ, and Barry recognised this.

I really cannot consider myself a proper teacher. I suppose that gets through. I mean that I am not credible myself as a proper teacher... somebody who has got the rhetoric and the solemnity that you expect. I can remember when I started teaching at school, there were solemn rebukes that did the job. Nobody is frightened of me. I feel that you have got to have a few missiles to carry around to be a proper teacher and I haven't got any. I'm sort of naked in the conference chamber. (Laughter)

June, at Engirl Comp, was an English teacher of 3 years experience who had a more conventional approach to the notion of the teacher as a role model.

It is part of what you do. I also look at other teachers as role models. That is how people learn. I'm not sure that you always agree with them. You discard some bits and concentrate on the bits you like, and hopefully that is what the kids do as well. They get out what they like and discard what they don't.

June's pedagogical method was very different to the teacher centred approach of Barry. In June's classroom the focus was upon the pupil. The class dealt with some very important ethical issues, mainly concerned with the nature of domestic violence. June had the class working in groups, collaborating, reporting back and then concentrating upon individual work. The desks were organised in clusters so that pupils could consult each other as appropriate. This required June to monitor effectively and to provide the appropriate framework and stimulus for learning. June's influence was in terms of her organisation

and the nature of her interventions. The classroom was supportive and in some aspects, particularly in terms of discussion and the sharing of ideas, democratic. This method of operation became a role model for her pupils.

What sort of person do you think the teacher would like you to grow up to be?

P1 A friendly and kind person because she is like that now. P2 Helpful, she likes to help you out when you are stuck with things. P1 She gets along with us all and she is nice, and she is supportive of people who do not understand the work as much. So, she would like us to be like, helpful.

June, in comparison with Mary and Barry had a less overt presence, but nonetheless a powerful one.

Despite the disclaimers of some teachers, pupils did learn from their teachers' behaviour, demeanour and attitudes. But, teachers do not need to be a 'model' of behaviour. Pupils' get out what they like and discard what they don't. 'Pupils are active evaluators, not passive receivers of models.

Friendship

The tension between the intentions of the person and the constraints of the teaching role was to appear most strongly in this examination of the pupil-teacher relationship. Barry referred to the 'intimacy' that he desired with his pupils. He was also aware of the dangers this invited.

Teaching should be about an extension of parent-hood beyond, beyond the back garden? Could you explain that one to me? Well its, at its best its an adult who is going beyond where most parents can go but with exactly the same attitudes and approaches. Without being in danger of being called a paedophile, but I risk that danger every day.

Relationships with pupils are a delicate area. Teachers often keep a deliberate distance between themselves and their pupils. Barry recognised that there was a distance, he was there to teach them. But he also recognised the ambivalence of the relationship. An effective teacher needed to pursue quite deep and emotional issues. We have already seen that his pupils recognised his integrity and that they found him to be a 'good' teacher. Barry was prepared to pursue these issues even though he recognised the dangers inherent in his pedagogy.

Colin reflected some of Barry's view's and was a Science teacher at the same school, and he too recognised the difficulties of pupil-teacher relationships. He looked back wistfully at the nature of the teacher-pupil relationship.

What values underpin your lessons?

That might vary from group to group. I'm not quite sure. Maybe friendship. Maybe friendship between children and adults is frowned on. Interaction; treating pupils as humans, as opposed to a means to a pay chit. It should be friendly. They should trust you, you should be able to trust them.

Relationships are complex, as in many walks of life. In schools they are open to more public evaluation than in most. Colin talks tentatively about the nature of relationships, and suggests that he hasn't really found an approach with which he is satisfied. His pupils also talk of an unease with teacher relationships, although here they are talking about teacher relationships in general, and not specifically their relationship with Colin.

When a teacher shouts at you what sort of effect does it have on you? P1 I think it's funny. *Why?* P1 I don't know it's just funny when you see them lose their rag, and see them get right mad and up tight when it's over little things and you should have a laugh about it. But they get really mad and upset, and we don't understand why. *Why is it funny?* P1 Because we are only kids. When they were little they would have messed about as well, but they take it right serious if someone throws a rubber across (the) classroom or something like that. (I) just laugh.

There is a lack of understanding, perhaps a lack of empathy, on the part of the pupils here. They cannot imagine how their behaviour might affect the teacher, except to get them angry. In other schools, although pupils had misbehaved, in the discussion afterwards there was recognition of the difficulties this created for the teacher, and even a sense of remorse. Here, there is real difficulty. The relationships appear to have a sort of resentment, as if the teachers concerned were not seen as truly human as well. Colin wanted a kind of friendship with pupils, but he was uncertain as to the validity of this, and yet this is what two of his pupils called for.

Why do you think that teachers shout? P1 So we get on with our work and that we get good grades. P3 Because they think that it will teach us, but it dunn't. If they just said it politely and stuff like that. P1 Talked to us like friends. P3 Yeah.

But given the context of society's concern for child abuse, the pressures of the Science curriculum, and the uncertainty of both pupils and teachers about how open their relationship can be, it is doubtful if it was within Colin's gift to change the situation.

Friendship implies a relationship of equals. Despite the best efforts of many teachers and pupils, their relationships are underpinned by the power of the teacher over the pupil. There are many disadvantages in this uneasy relationship, for example, it makes genuine exploration of the values of teachers, pupils, the school and the subject difficult. However, this recognition amongst pupils, that teachers could make pupils do things that they do not want to do, made them wary of accepting what teachers said or did at face value. This put a distance between pupils and teachers, and this distance did encourage a scepticism amongst the pupils which made them view teachers' espoused values with a critical perspective. This critical perspective is perhaps the best guard pupils have against indoctrination. It is only unfortunate that a critical perspective is not employed more easily and openly in genuine exploration of values.

School Rules

The ability of teachers to make pupils do things that they don't want to do was most apparent in the area of the school rules. Teachers also recognised the problems that the duty of discipline brought with it.

Anything about school rules that you don't like? Anything that gets in the way of getting the kids the best results, and most of them do. I know that they are not intended to, but the effects are, if you are going to give kids detention for chewing gum, for having their shirts out, it is going to. For wearing the wrong coloured footwear? Yes. it's an irrelevance to my concerns.

Again, this was Barry's perspective, at Church School, and the issue of school rules appeared most contentious here. But it was also reflected amongst other pupils, especially those in the middle ability groups in other groups, where a sense of frustration and grievance was more apparent. Those for whom academic success was in the offing did not find school rules, and in particular school uniform, an issue. Millicent, a Drama teacher in her second year was not as concerned about uniform either, although she did feel that it was the teacher's role to pursue it, but only so far.

I'm not sure that I would follow it through because my main concern when they come to my lesson is that we do my lesson, and that we don't get distracted by it,

The pupils felt much more strongly about issues that the teachers saw to be peripheral:

Some people think that they should be teaching you about right and wrong. Do you think that it is the place of the school to do that? P2 Yeah, but we don't have rules like that we just have 'don't carry coats in school, don't chew gum, don't wear earrings, don't wear make up.' It's totally irrelevant to the teaching. P3 They're not positive things they are negative things.

For these pupils many of these smaller issues, such as dress, coats, gum, which make sense to teachers as they help in the smooth running of the school, and create habits amongst pupils that they think will help them in later life, are viewed as negative intrusions, that make little sense from the pupils point of view other than to suggest the all powerful 'school.' These pupils had a very negative notion of the 'school' even when they had positive views of the teacher. They could ill define the school, except that for many pupils it was personified by a head teacher, often a distant, and misunderstood figure.

What do you mean by positive things? P3 Well they don't say anything about, like you know, like say to, erm, (*appeals to other pupils*) help me please, come on. Well, they don't treat you level headedly. They look down on you. P2 In assembly, like with one teacher it's all about what we are doing wrong, not about what we are doing right. P1 One teacher says, just like don't chew gum, they only have them so you like don't break bigger ones. If you know what I mean. They could say like 'don't take drugs,' but then you'll go out and do that and go onto bigger things. But if they have like stupid little ones like 'don't chew gum.' I know what I mean. (laughter) *What sort of school rules would you like to see?* P3 A lot of encouragement, not much encouragement from the other teachers.

These pupils felt that they were subjected to negative experiences in relation to school rules. This negativity again contrasted with the pupils' and teachers' desire for a positive, creative environment. Teachers had the job of imposing these rules. Often they felt uncomfortable about it, but they accepted it. However, it did make the job of confidant and mentor that much more difficult. This aspect of schooling made it harder for teachers to develop relationships that were not underpinned by power, and this caused pupils to be cautious, especially those who had lost interest in the academic aims of the school.

So far we have seen how pupils learn from teachers' day to day behaviour as people rather than just as teachers, and how awkward relationships, and teacher power not only

encourage scepticism, but make pupil exploration of values difficult. Finally, we see how teachers' themselves feel uncomfortable with the issue of morality.

Teacher Expertise and Morality

Betty, was typical of teachers and their views on values. She taught a middle ability set Chemistry, but she also taught Biology in Coed Comp. She was not afraid to deal with pertinent and controversial issue in her subject specialism, particularly Biology.

Do pupils ever ask what your views are on life, on genetic engineering, or other aspects of Biology? Sometimes they do ask your views, yeah, but if I do give it then it will be from the point of view that, this is my opinion, but it is only my opinion. They do sometimes ask about things like that. Do you think that it is part of the role of the teacher to give opinions, informed opinions? I don't think that there is anything wrong in it provided that the pupils understand that, that it is only an opinion.

But Betty was not as comfortable dealing with morality. Betty explained why this was:

I mean I am very careful when I am teaching sex education that I think it is not my place to teach morals, basically. I don't think that you can anyway. I think that other things like home background and peer group pressure and so on, have much more influence in determining morals, than I would. But I don't consider it my job to teach morals. I will give them the plus and minuses and I will say to them, well it is up to you. You make up your own mind about this.

Betty deals with Reimer's indoctrination point by describing not just her objection to the imposition of moral values, but also the difficulties associated with it.

Some people think that teachers should teach morals. I don't think so, no. Because at the end of the day morals are your own personal values and I don't think you can impose your values on someone else. I believe that it is wrong to steal, but there are people who live by stealing, and while the majority vote might be that it is wrong to steal I don't think that me saying to these people that it is wrong to steal would change their views about it.

In saying this, Betty shows her awareness that school, although a large part of pupils' lives, is not the only influence. She rejects the suggestion that she has a role in teaching morality because she takes a pragmatic view that this would not be possible. However, she also rejects this role because she does not believe that she has a right to impose her views of what is right and wrong on her pupils. She adopts a relativist position as a value in itself, saying that some people, like herself, believe that stealing is wrong, but others may not and it is not her role to impose her belief on her pupils. This neutral role illustrates Tate's

point, quoted in the introduction to this report, that teachers are 'afraid to instil the difference between right and wrong'. The imposition of values in an overt manner is not a practical and effective option for teachers, but in this case it also appears to contravene the value that this teacher places upon respecting pupils and valuing their culture. What is striking is the difference between this hesitancy to promote the moral norm enshrined in law in our society, that stealing is wrong, and the daily requirement that teachers should uphold school rules about not wearing earrings or chewing gum. On the whole teachers comply with this requirement and police such matters. It is interesting that one pupil we quoted earlier interpreted his teachers' obsession with upholding school rules as an attempt to concentrate on the trivial in order to prevent pupils from 'going into bigger things'. The more obvious - and much more damaging - interpretation would be that schools place much more importance on upholding rules about clothing and chewing gum than they do on promoting the values of social order, morality and justice, such as that stealing is wrong.

Findings 1: Discussion

Through these observations and interviews with teachers and pupils, we are able to illuminate some of the complex issues surrounding the teaching of values and, in particular, to shed light on the extent to which the teachers we worked with are engaged in indoctrination, as Reimer suggests (op cit. 1971).

Mary said she was a propagandist, 'about learning, thinking and questioning', and she was proud of it. For Mary these were basic values. Her desire to engage pupils in a dialogue ensured that there was an integrity about the way in which she worked that the pupils recognised and respected. Children 'read' the situations in her lessons, in her behaviour, not just as a pedagogue, but as a person in her dealings with people and situations. Mary may have been proud to be a propagandist, but she invited pupils to discuss and challenge, she did not indoctrinate.

Pupils observe teachers, even when they are off guard. Whether they like it or not, pupils learn from the ways in which teachers carry out their role; how they behave towards them and towards other adults. This does not necessarily mean that they have to conform to a model. Some teachers struggled with a model, and were successful. Others, with the confidence of experience were more relaxed about their role, but none the less successful for it. 'Calmness, respect for elders etc' are some of the values picked up by pupils through an observation of one of the more idiosyncratic teachers, and if this is any measure, then teachers of all types do communicate values, although they would be uncomfortable if the requirement to promote values was to smack of compulsion, or was to involve them dealing with issues beyond what they saw as their competence.

It is not easy to make overall comments about social responsibility and morality in the classroom, but all schools require teachers to promote school rules as a daily occurrence. Teachers are constrained by school rules that can appear irrelevant, at best, and at worst may lead them to appear to their pupils to inflict injustice. The requirement to pull pupils

up over such things as uniform, or their presence in prohibited areas of the building, means that teachers have to apply rules that they sometimes find hard to justify. So, on occasions, teachers turn a blind eye and, when they do enforce school rules on such matters, do so only because it is a requirement of the institution. By contrast, the school rules do not encompass the 'big' things, like stealing, and thereby make it easy for teachers to make firm pronouncements on such matters. Stealing may seem a clear cut case, but often major moral issues are not clear cut. Morality, and its formal expression through the laws of society, is a matter that requires exploration, rather than pronouncement. Teachers are wary of exploring such issues within their subject, because they feel that it is not part of the function of a subject teacher to take such risks.

Teachers recognised that they were an influence upon pupils, but they did not wish this to lead to an 'intrusion' into their personal lives. One teacher enjoyed a cigar, a pint, and the use of Rugby Club language that would be inappropriate for a school, but he thought it was important that pupils understood the notion of 'audience' and appropriate behaviour. Teachers need not lead the lives of saints, indeed if they imply that they do, then many pupils are lost to them. More openness about the rounded and varied nature of teacher personalities would surely be helpful in the process of pupil maturation.

Relationships need to explore human emotions. This is difficult given the broader climate of child protection/abuse, and an input/output approach to education. But the disciplinary function of teachers also constrains the exploration of sensitive issues. Pupils are perhaps wise to be wary of teachers who are felt to 'pry' too much into what pupils really think, if those same people are responsible for assessment and discipline, and can compel pupils to work in groups, speak in public, or conform to other forms of social behaviour.

In some schools pupils had negative feelings about the institution which affected the lessons of even the best intended teacher. A teacher is not operating in a vacuum. Even if teachers do feel isolated, their pupils are not. Some schools developed a sense of community and this was particularly the case when they drew upon a largely homogeneous

catchment which was sympathetic to schooling. The teachers in schools which drew upon a heterogeneous community, a community which did not appear particularly sympathetic to the aims of schooling, faced additional difficulties. It was in these circumstances where those little things which attempted to create a unity of identity - specific rules of personal appearance, restricted access to parts of the building, pronouncements in assembly - become negative influences on the experiences of those pupils who were not acknowledged as academically successful. Some resentment of school, by the 'middle set' groups of pupils, was apparent in many of the transcripts. (This is further explored in Findings 2)

Teachers feel confident in their own expertise. They can and sometimes do explore ethical issues from within this expertise; the expertise of the subject. There is some feeling of antipathy towards the teaching of 'morals' and the responsibility to teach ethical issues. They would feel uncomfortable with an attempt to impose such a duty if it is seen as distorting their main purpose, the teaching of their subject. Many will pursue even controversial issues if they are pertinent to an understanding of their subject. (This is further explored in Findings 2)

Teachers, in the classroom, are well placed to explore the specifics of the pupils' lives, but are they trained to deal with morality? Are they capable, confident and willing to explore moral issues in the classroom and pronounce on them? The research suggests that they may be prepared to explore moral issues within their expertise, and to offer their opinion, not as experts on morality, but as subject experts who live in a real world. The research also suggest that pupils will listen to this informed viewpoint, but will not accept pronouncements by teachers on the pupils' morality, which is bound up in their home life, a life that the teacher probably knows little about. What teachers can do is to explore the morality of the subject that they are studying, and to consider the impact of the way in which they are studying it.

Schools are not centres of indoctrination. Pupils make decisions, they make evaluations, they choose the behaviour that they learn from. The narrowness of observable behaviours

may inhibit pupil choice. They may witness constrained behaviour from teachers. The problem is our perceptions of the teacher. It is perhaps too narrow. Narrowness can be indoctrination, if other, different ways of doing things are not part of the school experience. Teachers do strive to maintain their own approaches, to maintain their integrity, but it is a struggle. Teachers are under indirect rule (Ball, 1988), this is a problem. They are not in a position, certainly in the earlier years of their careers, to express the variety and richness of human experience. It is not that difference is not tolerated, it is more a matter of self-censorship. Ofsted, parental views, management teams, colleagues, syllabus constraints and poor resources are often cited as reasons for this inability to explore different pedagogies and different approaches to relationships.

Schools appear distant, oppressive notions to many of the 'middle-setted' pupils in this sample, with notable exceptions amongst the classes at Engirl. Pupils, by and large, feel warmly towards the teachers, even when they feel that the teachers do not have the kinds of relationships with them that they would wish. They wish for relationships that are comfortable, in an environment that is positive. Teachers currently feel some discomfort in their own environment, and yet they are striving in these circumstances to maintain positive relationship with pupils.

From the pupil perspective, compulsion and discipline sit uneasily with notions of shared values. Uneasy pupil-teacher relationships (Barry's references to 'solemnity, rhetoric and missiles' is perhaps pertinent here) and most teachers' discomfort with values outside of the business of subject teaching, are the best guarantees we have against indoctrination. They also prevent teachers from being able to provide pupils with clear moral guidance. Indeed, indoctrination and moral guidance are two sides of the same coin. The pluralist values of our society, and the lack of clearly specified rules on matters of importance (as opposed to current school rules which focus on comparatively trivial matters) create an uncertainty for teachers which undermines their confidence in giving overt moral leadership.

The research also shows that the imposition of a programme of values is not likely to succeed, as pupils make choices and form their own opinions about their experiences. Indoctrination is not a problem, and teachers are not indifferent to values. The problem is a lack of readiness of pupils to engage in values in a situation that they distrust, especially if they feel that school has little to offer in terms of academic success. Teachers quite reasonably are not prepared to take on wide ranging 'values issues' that arise outside of contexts and expertise that they are comfortable with. In many cases this is because of their wish not to oversimplify issues in 'the moral maze'. For example, if stealing is a matter of housebreaking or mugging teachers would not have a problem in condemning it; but on matters such as 'paying in cash', 'favours', corporate practice, social costs and tax avoidance, observable social practices demonstrate that society itself is ambivalent. The complexity of a situation will be explored by the teacher if it is within his or her expertise, and considered to be a legitimate topic of study in a curriculum that some would argue was over assessed and over prescribed. For example, in terms of social costs the Science teachers would have been happy to explore who benefited from, and who paid for, the development of ammonia, genetically modified food, and factory farming, but the curriculum does not make this kind of moral question a priority.

What has been revealed is that teachers do have the opportunity to deal with values in their own pedagogies and subjects. We need to take a closer look at these opportunities in the day to day pupil and teacher experience of schools if we are to investigate the potential for shared values. We start now, by examining the experiences of the subject classroom.

Findings 2: Pupil engagement with the values of Science and English

The purpose of this analysis is to explore the nature of teachers' values and their pupils' perceptions of these values in the two subjects. The interviews and observations of Millicent, a drama teacher, were not used in this part of the analysis for this reason.

An introduction to figures 2 and 3

The quotations from this figure derive from the semi-structured interviews. The teachers were interviewed before the lesson, and afterwards, whilst the pupils were interviewed in groups of four or five after the lesson. The issues arising from dilemmas in critical incidents are summarised in figure 1, which is to be found in the methodology chapter. The nature of these incidents, and their role in exploring values are to be found under the subheading, 'Data analysis,' also in the methodology section.

The quotations were selected because they illustrated the dilemmas which emerged in the course of the research. Because of their illustrative nature they are not comprehensive, but are meant to provide the reader with a summary 'flavour' of the issue. Where appropriate, further quotations are included in the text to develop these issues.

In reading these quotes, it would be helpful for the reader to be aware that the report adhered to the following conventions:

- italics are used to indicate the researchers' questions;

- P1, P2, etc* are used to indicate a change of pupil informant;

- the use of a series of dots (e.g.) indicates abridged text in the interests of brevity;

- 'X' is used on occasions to refer to the surname of the teacher.

Figure 2: an overview of teacher and pupil perspectives on the value of English in Yr 10.

Boys Comp All Boys school; majority ethnic minority pupils; top ability set (Animal Farm)

Mary:

English is totally unique as a subject....it lends itself more than any other subject to my philosophy ...particularly through literaturewhere else is there an opportunity to explore all the kinds of issues that concern us as human beings? Where else can you find yourself? Where else can you discover the inner person?

Pupils:

What was the purpose of the lesson that you have just had? Partly to prepare us for homework. It's all building up to an essay that we are going to write sooner or later on George Orwell. A task that could be useful for life; to pick up information and compare things.

Boys Comp All Boys school; majority ethnic minority pupils; lower ability set (Macbeth)

Sandy

language is power...It helps you to express your feelings, which is going to help you be a more successful, happy human being...and then there is obviously the huge literary tradition...you can introduce people to something that is going to give them pleasure all of their lives, because they can go back to Shakespeare, Jane Austin and back to Dickens and back to poetry all their lives.

Pupils

What did you think of Macbeth? It's all right. *Is it something that you should be studying?* Yeah. *Why?* To learn about what are good things about life, and what are bad things....To get used to the language as well. So you know what things they used to do in them days...To see where we were from, or ancestors and stuff. *Were your ancestors from Shakespeare's time in England?* P1 I think mine wor. P2 I don't know about mine.

Engirl Comp: All girls school; majority ethnic minority pupils; mixed ability class (Macbeth)

Jenny..

there is the value of allowing everyone to reach their potential and developing confidence and language skills.... the more control you have over our language.. and know when to use it then the better able you are to be equipped for a lot of situations. ..when you are engaging with different texts you come across a whole series of different moralities, and I think that there can be discussion points around that. I don't think that you can seek to impose a particular morality at all But I think if you understand how texts have been written, and how they work then I think it is like developing independence really is what I am getting at.

Pupils

Macbeth, it's a long time ago. Is it useful to you as a young woman growing up in Bradford? it can be in some ways because it can tell you what is right and wrong. It can give you a better understanding of different situations you could get into. *Does the teacher ever tell what is right and wrong?* P1 No, she lets us make that choice. It is up to us what we think of it. P2 She gives us advice on what she thinks. P3 She gives us a guideline on what she thinks, but it is basically up to us really.

Engirl Comp: All girls school; majority ethnic minority pupils; mixed ability class (Simon Armitage)

June

it is particularly positive in a school like this for broadening students horizons...I think that there is room for them to gain experience of different cultures, especially the particular types of text that we are required to teach: different poems from different cultures and traditions and so on....they get a chance to read about other cultures, about other experiences ...it gives room for discussion about quite important issues and you can incorporate that within the text that you are doing instead of teaching it. I'm sure that personal and social education is important as a separate subject, but in English you, a lot of the issues are raised naturally.

Pupils

Do you get the chance to say what you really think in these lessons? Yes. That is what it is all about in English. It is good in groups. And she goes round and asks our opinion and everything. That is what I like about it. Everybody takes part in it. *Do you ever discuss what is right and wrong in English?* We do, but then again, when every person has said this is right and another person this is wrong, when he have discussed as a class it is not right or wrong. *Is life like that ?* P1 Yes P2 Yes *What was the point of the lesson?* To do poetry *In your town?* To look, using the skills, to look for patterns. To use them later in life. It depends what you want to do. But it is in every job.

Figure 2: an overview of teacher and pupil perspectives on the value of English in Yr 10.

Coed Comp: A non demononational coeducational comprehensive; lower ability set. (Of Mice and Men)

Roger:

Tolerance, understanding, sympathy...If English is taught well that should come out of it. *Tolerance and understanding are there at the back of your mind when you are teaching?* Without a doubt. I think that it should be at the top of the teacher's list and what they are trying to do, tolerance and understanding. If a kid goes out of Yr 11 with a 'U' or a 'G' but has some understanding and tolerance of other people, then I think that I have achieved a lot.

Pupils

Does he ever give his opinion about things? P1 Yeah. All the time. It is like, he stands at the front and teaches, and he gives over his opinion and takes in other peoples, and gets debates going so that you think about the work that you are doing. P3 It makes it more interesting. P1 You are thinking about the work without realising. *How would you describe him?* P3 A very good teacher. P2 My favourite teacher. *Why?* P2 Because he is funny and he kind of communicates with like what you are saying. P1 We'll have little chats and that. P2 He's just got an imagination... he is more straight forward with you, he is getting a message over..

Coed Comp: A non demononational coeducational comprehensive; top ability set. (Educating Rita)

Gerry

..respect for individuals, the worth of the individuals, tolerance of individuals, equality of opportunity. Violently, almost violently anti-racist, with the kind of books that we read, and the importance of language and the use of language to success. It is inherent in the way that it is taught and in the subject matter. The students getting to understand the importance of audience and the concept of your audience and the way in which we use language differently, depending upon the situation that we are in.

Pupil

What scene have you chosen from Educating Rita? The one where she goes to summer school. *Why?* That is where she gets all her self confidence, and when she comes back she can think for herself more..... *Do you get to hear about XXXX's opinions?* Yeah. That is a good thing. Because you get to hear other people's opinions, not just your own. So you know more about what other people think. *Do you ever disagree with teachers opinions?* Sometimes. yeah. *Would you prefer not to hear their opinions?* No, you don't get a good grasp of it, because you don't know what you are supposed to think, or if something is right or wrong.

Church Comp: A Catholic coeducational comprehensive; middle ability set (Kes)

Barry

The classic humanist values....I think that we have lost our way with the National Curriculum. It's knocked us sideways. Instead of it being a Catholic school we're now an Ofsted school. *(It should be)* an extension of mother's knee. The choice of reading is made according to your values and your interests and what you're enthusiastic about. Well, the choice is now limited to what the consensus is about.I think that there is a lot of affection in that class..there's a lot of growing up going on. They are cheerfully indifferent to speak to..What I wanted was a continuity of the book. Either that works or you have nothing.

Pupil

Do you ever discuss right and wrong in English? P2 Yeah, lots of things. P1 That thing, that party. P2 Oh, yeah. *Can you say what that was about?* P1 We had to organise a party, with all different things in it. What we were allowed to do, what were right for a party. *So, what was the message from that?* P5 There weren't no messages. P2 It was just an exercise. *Do you learn about right and wrong in school?* P2 In EPR we do. P3 We don't learn about right, really. We learn about what we are not supposed to do. P2 We don't do it in English we do it in EPR.

English in Year 10 - figure 2

Boys Comp

A striking feature of the Boys Comp interviews was the instrumental way the subject was perceived by the pupils. The message was clear: English is a practical subject. This perception was shared by most English teachers. Mary put this point clearly when she said that she recognised the worth of English for the self-awareness that it helped pupils develop. Sandy, expressing a minority view, held that the 'literary tradition' would offer pleasure and value in itself. This latter perspective held that the most important thing about English was its ability to satisfy intrinsic values, values which found little resonance amongst her pupils. Mary saw English as a subject where pupils could explore issues relating to the 'inner person', issues that concern pupils as 'human beings.' This was a more practical, a more intrinsic, starting point which does not exclude the intrinsic value of the subject, but recognises that for many pupils the satisfaction of intrinsic values will come as a consequence of recognising the practical value of the subject.

Whilst Mary called the values that are important as intrinsic values, 'issues that concern us as human beings', the pupils put it in a more practical way. They felt that it helped them with the business of life, and helped them analyse the events and information around them. Mary's interviews suggested a shared desire to explore major ethical issues, such as those connected with falsehood, freedom and the techniques of propaganda but, whilst engaging with these issues the pupils concerns were expressed in more instrumental terms. The pupils related the importance of the lesson to a concern with those skills and attitudes that were 'useful for life.'

Sandy taught a lower ability set that was in the early stages of studying Macbeth. Sandy had a different emphasis. Sandy emphasised the power of language, but she also had an emphasis upon the pleasure to be had from studying the 'literary tradition.' Whilst the pupils did recognise the value of coming to terms with the language and morality of

Shakespeare, they were also expressing some confusing messages about the relevance of Shakespeare to their own lives.

The pupils refer to the importance of 'getting used to the language,' but also curiously to 'see where we were from.' The overwhelming majority of these pupils had a background deriving from Pakistan and Bangladesh. During whole class viewing of a video of the play some pupils found difficulty in maintaining concentration. There was little to suggest a pleasure in the literature itself. The pupils, not surprisingly, did not appear to recognise their origins in an 11th Century Scottish King. Studying the text with a view to understanding 'where we were from', and hence developing an appreciation of Shakespeare, Austen and Dickens, appeared to be a leap of faith too far.

When the pupils worked individually on a task that they felt produced work that would be useful in terms of qualifications, and language skills, they were more focused; whilst a study of Macbeth as developing an understanding of their ancestors may have contributed to their poor motivation during certain parts of the lesson.

Engirl Comp

The interviews at Engirl Comp highlighted the significance of pedagogy in transmitting values. The two young teachers talked in positive terms about how they communicated to each other about teaching and learning in and out of school, and how this gave them pleasure.

The English department was organised in mixed ability classes. Jenny, a teacher of 7 years experience was also teaching Macbeth. One of her purposes in teaching Macbeth was to bring the pupils into contact with different moralities so that they could explore them, but not to 'impose' any particular one. Jenny's class was presenting scenes from the play in a style of their own choosing.

She did not wish to impose her own values, although she felt that the 'community values' of the school were also 'common values' of tolerance, and learning to live with other people, people who may not share the pupils' own cultural perspective. The purpose of this framework was to allow the youngsters to develop the skills associated with independence of thought. Central to this was the power of language, something that would help them deal with situations that they might face in the future.

Jenny's pupils reflected her approach, recognising the complexities of different situations, and the difficulties of making decisions in the real world.

June, a teacher of 3 years experience, was using an anthology of poems published by the exam board, and like Jenny she did not articulate specific values of an ethical nature. However, the day that I observed they were studying a poem by Simon Armitage which dealt with, amongst other things, domestic violence.

June's approach was similar to Jenny's, encouraging cooperation, and consideration of the many issues that arose from the reading of the poem. June felt that it was important for English to broaden horizons and to explore what might be considered personal and moral issues, a view shared by her pupils.

The study of the subject was seen to have practical implications for the girls. Like the Boys in Mary's class, they recognised that the study of English offered them useful conceptual tools: looking for patterns, practising skills they could use in later life. These pupils, like those of Sandy at Boys Comp, had backgrounds based in Pakistan and Bangladesh, but here the study of Macbeth helped them to make sense of the world around them.

The values perspectives of the two teachers and their pupils in Engirl Comp overlapped to a considerable extent, and were not based upon specific ethical values, but upon classroom pedagogies and instrumental values of the subject, values recognised and engaged with by the girls.

Coed Comp

At Coed Comp two older English teachers also shared a philosophy about the value of English. They were more overt about specific ethical values that could be promoted through the subject than were the less experienced teachers of Engirl Comp. In trying to promote tolerance, understanding and sympathy Roger communicates with pupils, for the purpose of getting the pupils to think about their work. He explores these values with his lower ability set in a manner which looks at the consequences of intolerance, misunderstanding and antipathy. The pupils understand that he is promoting a message, but it is relevant to the work they are doing, in this case the study of 'Of Mice and Men.' A didactic approach worked well, he talked to the pupils, and would respond to them individually, and he would address them individually. He used allegory and anecdote to link the text with the pupils lives and the issues that they faced.

Roger's approach in the classroom reflected his aims, and his pupils were aware of this and considered the work that they were doing to be useful as well as interesting. This was even the case with one pupil who in addition to not reading for pleasure, surely an intrinsic value, claimed not to like reading at all.

Gerry taught a top set where he, too, emphasised specific ethical values, whilst at the same time championing the importance of the power of language. He also raised the issue of pedagogy. The way that the subject is taught reflects values that are held to be important. On the day that I observed, the students took responsibility for their own learning, negotiated and monitored their own progress, in consultation with, and after guidance from, the teacher. As if to emphasise the importance of the link between pedagogy, subject matter and values the pupils stressed how important they felt it was that the opinion of the teacher should be used as a tool for learning. They wanted to know what his opinions were on issues raised in the text, because it helped to sort out their thinking, and helped them to 'get a good grasp' of the material. Gerry also recognised that values are transmitted through the choice of texts.

Gerry a teacher of 26 years experience, and Roger, a teacher of 24 years, were both very clear and self confident about the ethical values that they were promoting.

Church Comp

Barry's middle ability set class was reading 'Kes' as a whole class activity. The reading was largely done by Barry, who encouraged the pupils to volunteer to read paragraphs. This ensured a 'continuity of the book.' In these circumstances the teacher was clearly in control. Most of his pupils were attracted to his forthright and focused style, and they felt a level of communication with him that they said was absent from other teachers' classes. Barry explored values related to bullying and fairness that arose within the text.

The pupils themselves, in the interview, had difficulty recognising that they were exploring ethical and moral issues at all in their lessons. They felt that they were picking up negative messages; they were told what they could, or couldn't do. Their perception of school was negative, and this affected the way they saw the teaching of the subject.

In Summary

The study of English was treated as a relevant and practical experience, using instrumental values to explore subject matter, leading to a consideration of intrinsic values. Sometimes this was achieved through a didactic approach, sometimes it was student centred. But, success was dependent upon pupils being able to express their understanding and opinions on the subject matter. Sometimes teachers overtly expressed their values, sometimes it was expressed through pedagogy and subject matter. However, in all these cases values were central to the study and appreciation of the subject. When pupils' engagement with the values were limited, either as a result of pedagogy or the pupils own disposition towards schooling, they rejected the opportunities offered to them, and frequently disengaged from productive work in the subject.

Figure 3: an overview of teacher and pupil perspectives on the value of Science in Yr 10.

Boys Comp All Boys school; majority ethnic minority pupils; middle ability set, (Physics in Double Science)

Derek

For some, probably they will never appreciate any value. They will never really appreciate that Science is impinging on their everyday life...I suppose that most people value things that they, feel could be useful to them..Indirectly you can have cooperation.. In that lesson it might have been done in an argumentative way, but that is not a problem, in science argument is a very essential part. I have told them that they have not just come here to learn about Science, they are also here to learn about life, the way things work or don't work, and how to deal with different situations..We are dealing with behaviour modification of individuals or groups.

Pupils

P2 We always do (experiments) in two's. *P1* So we can help each other, ..And if you do it singly it takes a long time and it is easier if you are cooperating together *P1* The practical work, sir. It was fun, sir. You could see all the sparks and how the electromagnet was working.*P1* And you learn something. *P3*. But like doing it ourselves, we learn more. We can't get much in our head by telling us by saying it, or telling us on a piece of paper.(*The teacher*) was fair. *P2* Then, if you mess about, he stops the experiment, which is reasonable. Why do people miss off school? *P3* Because it is useless

Boyz Comp All Boys school; majority ethnic minority pupils; top ability set. (Single subject Biology)

Gordon

You mentioned earlier about developing tolerance, exploration, positive attitudes; reasoning.. I think at the moment you see I think they are working through some worksheets that we have used. Which I am hoping is encouraging them to find out things for themselves, rather than just be told information. Using these worksheets to guide them through it... but also trying to encourage them to find it for themselves using information sources. So, in a way I am hoping that we are teaching them how to learn things for themselves. How to obtain information, how to analyse information sources to get information for themselves.

Pupils

...he doesn't give us a proper opinion.You don't do it much in Biology We don't talk about it. We hardly ever talk about it. *Do you think he should give his opinion?* *P1* Definitely. Because we want to know more about the environment that we live in...It should go in depth, we should learn about the things around us, the environment. *P2* We had to look through the book to find the information. And we had the sheets as well. So, for the work we had a lot of information. It wasn't hard or stressful to find the answers. *P1* We learnt some new words.....There wasn't much communication between the teacher and pupils. ..we wanted to communicate more with the teacher.

Church Comp: A Catholic coeducational comprehensive; middle ability set (Biology in Double Science)

Colin

What values does Science offer? It gives reason and explanation to the world. It helps pupils understand what is going on. It gives reason, explanation; it helps them enquire.

Pupils

P2 This school's skint. *Do you think that affects teachers?* *P3* Yeah, because if they haven't got what they need to teach they get agitated and have to use rubbish stuff, like balloons in science instead of proper apparatus. So if they had money to buy proper apparatus which could explain it easier, we would learn better. *Do you think it affects XXXX?* *P3*.Yeah. *P2* Yeah, he gets frustrated sometimes. Like not enough water baths. *P3* Not enough starch. *P1* That experiment. There were too many people in the classroom, and every one was too close on the tables, and I couldn't learn at all.

Church Comp: A Catholic coeducational comprehensive; middle ability set (Physics in Double Science)

Susan

I'd like to think that every lesson fosters some sort of curiosity. I think that if you are not curious then you can't possibly be a good scientist, because that is what it is all about.

Pupils

Do you get chance to explore and say, 'Oh look, I've got a different answer?' *P1* No. *P4* Not really, no. But then you hardly ever do anything different to how she demonstrated it. *Why?* Because she shows you step by step how to do it, so it is basically you are doing the same experiment and so it is usually the same results. *Do you find experiments exciting, things to do?* *P3* They are exciting when you do the things yourself, but when the teacher does it, it is not exciting. You are just sat there watching, real bored. But when you do it yourself you enjoy it more.

Figure 3: an overview of teacher and pupil perspectives on the value of Science in Yr 10.

Coed Comp: A non demononational coeducational comprehensive; top ability set. (Single subject Chemistry)

Dennis

Is curiosity and exploration a reality in science?

We have got to teach them a certain area of the subject. Now if a kid came to me and said, 'how can we find out about this?' then ideally, we would do, but in reality you can't because of your class size and so on. But, we might say 'we are going to investigate how this affects this,' and they will do an experiment, and at the end of it I will say 'right, what have you found out from your results? How does this affect this?.' It is not their curiosity as such. I suppose it is me telling them how to find something out.

Pupils

How could lessons be improved? P1 he can't unless he changed the syllabus ...More trips....P3 and different kinds of experiments so that it isn't always heating up a substance over a Bunsen burner or something. P2 Something that has got the element of surprise.

Coed Comp: A non demononational coeducational comprehensive; middle ability set (Chemistry in Double Science)

Betty

if you are talking about a practical lesson where you are doing an experiment, .. and something happens which is not quite what they expect, and they will say to you, 'why is this happening' and sometimes you may have time to go off and do a bit of an aside, as it were, but other times you don't, you have time constraints. Not only that but you are constrained by the fact that if you are spending time with that one group with the sort of class sizes that we have got then you are not supervising what is going on in the rest of the class... You don't have the time to devote to the pupils on an individual basis that is necessitated if you are going to follow curiosity when it crops up

Pupils

P2 They could involve you more in what they do. Have more discussion. P1 Upto date video's! P3 Like '70s! *Do you have discussions in science?* P3 Sometimes P4 Yeah, sometimes. *Are they planned or just happen?* P4 No, just happen really. *Do you want to hear more about the teacher's personal opinions?* P1 Yeah, and then we could have a discussion about it.. ..s/he talks about steel and why we need it.*Is Chemistry useful to you?* P4 I don't know really. Because we are doing like tests on making iron and stuff, but we are not exactly going to be making iron in that industry.

Scigirl Comp: All girls school; majority ethnic minority pupils; lower ability set. (Physics in Double Science)

Farouk

if it is related to everyday life it will make them more conscious of other things that they take for granted. 'Ok, I don't know about this so I can understand what is going on in the world.' Of course it is part of the syllabus, they have to pass exams. In the future there will be issues about making electricity, making energy, maybe there will be a crisis and there will be no electricity in the future, so they would be able, culturally and socially, to make a decision about those issues in the future. It is interesting, it is a challenging.

Pupils

Why do you think you study Physics? P1 No idea. P2 In case we become Physics teachers... For us it is just boring because we are into other stuff... P4 I mean you don't hear your mum say 'well forget the cooking, well here's a magnet.'...P2 Physics isn't really a woman's thing is it? Well, it's not mine...I'm not into weighing copper bits and blowing things up and that....P4 Yeah, but you don't blow things up. That's what is so boring about it. Sometimes when you do experiments you think 'why bother?' People have done this so many times before. You don't learn anything new. It's like a right and a wrong, and I can't do things that are right and wrong.

Science in Year 10 - figure 3

Boys Comp

This was a school where the children could be challenging, as we witnessed with Sandy. However, these Science classes, in two senses at least, were no different from the English classes that we have considered. The interviews revealed that a pedagogy which allowed effective communication of ideas and opinions between teachers and pupils was valued by teachers, and that practical, or instrumental purpose was the thing that pupils valued in the subject.

Derek taught a middle ability set in Physics, as part of double Science. He recognised the importance of instrumental values, as did his pupils. He believed that some of his pupils would never see value in Science. However he also recognised that Science had an important role to play in the pupils' general education.

A particularly strong emphasis was placed on the development of the youngsters' language skills within the subject. He also felt that the development of social skills was important. Both of these sets of values emerged within his pedagogy, where emphasis was placed upon careful enunciation from the teacher and a calm and considered dialogue over classroom organisation and scientific education between the pupils and the teacher, on a class and individual basis.

There appeared to be an amount of absenteeism from some classes in the school, and pupils and teachers were aware of this. The problems of motivation manifested themselves differently in his colleagues' classes.

Gordon, faced disruption within his top ability Biology class from some pupils from other classes who would join his class in some sort of game. At the time of the interviews and the observation he was relying upon a facilitation role in the class I observed.

Gordon wished to encourage the development of self reliance and reasoning, but the evidence, from the pupil interview and the observation, was that this was not as successful as he hoped.

The pupils wanted to learn more about the 'things around us,' and they identified that one way to do this was through better communication with the teacher about their opinions. Due, in part to Gordon's pedagogy, self reliance and reasoning remained intrinsic values that were not achievable ends for his pupils.

Church Comp

The data from this school suggests that the values pupils attach to a subject are also formed by their attitudes to school. In addition, these interviews and observations confirmed some of the difficulties faced by Science, which were referred to briefly in the analysis of Boys Comp Science.

Like a number of other Science colleagues Colin, who taught Biology to a middle ability set, felt that his subject offered 'reason and explanation to the world. It helped pupils understand what was going on. It gave reason, explanation; it helped them enquire. Colin recognised that the pursuit of curiosity and reason was not as straight forward as he would have liked. A number of other Science teachers, in other schools, also felt this frustration.

Colin's colleague, Susan, taught Physics to a middle ability group, and she also shared his desire that Science should be able to 'offer explanation'. Susan's pupils offered another reason, also recognised by other Science teachers, as to why the pursuit of curiosity is not always a reality. The pupils wanted to explore for themselves. They felt that school was not helping them to satisfy their curiosity. This is an important point. The attitude to school of many of these interviewees was not constructive, as I commented earlier on Barry's English pupils. This meant that when opportunities were made available to the pupils they were disinclined to take advantage of them (Farouk's pupils at Scigirl were denied these

opportunities precisely because of their negative attitude towards school, and the potential for disruptive behaviour that this offered.) Neither Susan nor Colin presented the sort of lesson that Gordon offered i.e largely facilitating. There was scope for pupil communication and exploration in the lessons I observed, and some pupils took advantage of this. However, there were a number of pupils in the sample who had a predisposition to assume that Science could offer very little in terms of values.

Coed Comp

Dennis, who taught Chemistry to a top ability group, explained how curiosity and exploration were not a reality in science. The pupils felt that it was difficult for the teacher to improve lessons as the syllabus was, in parts, uninspiring.

These pupils, like their middle ability counterparts, did want controversy, difference, and variety. Unlike the pupils in Church Comp, they had a positive attitude towards school and the subject. They were concerned to have greater relevance in Science, but wished to be successful, and felt that they could be. Even though they would rather have studied more 'genetics, psychology,' and 'physiotherapy' they were not negative in their views. Instrumental values, particularly qualifications, were important to these top ability and academically successful pupils. School was useful to them.

Betty, who taught a middle band group Chemistry, reinforced Dennis's view about the reality of curiosity and exploration. In addition, her pupils felt that a chance to discuss her opinions was important. Interestingly, all these pupils and teachers told a consistent story: pupils value the instrumental aspects of the subject, either in terms of understanding of their world, or examination success.

Scigirl Comp

The girls of Scigirl Comp revealed another dimension to values in Science, a dimension that did not emerge as a factor in English, that of gender. In their desire for true exploration and excitement in learning they were no different from the pupils of Church,

Boys or Coed Comp. They wanted to be able to study the subject in order to make sense of the world around them. They had little interest in learning somebody else's interpretation of the world, especially if they felt that this was not necessarily going to allow them the academic success of a top group. Setting may well be another factor that has an effect upon motivation. Some of the pupils could be disruptive and this limited the learning opportunities for the class.

Their teacher, Farouk, also recognised the role of social and cultural attitudes to Science in the environment outside of school. Scigirl Comp data reminds us that schools are part of a broader community and that this must be taken into account when addressing issues that arise out of English and Science.

In Summary

In Science, pupils wanted better communication between themselves and their teachers, in order to explore the opinions of the teacher on Science related matters. Pupils had difficulty exploring Science issues for themselves. Some of the subject matter appeared too removed from the pupils' own experiences, and the practical nature of the lessons often required smaller and better resourced classes. Another difficulty faced by Science teachers was negative attitudes of some pupils towards schooling, and negative attitudes of the wider community towards the subject. Science teachers responded by developing instrumental values (such as recording, measuring, reporting) as ends in themselves, since the difficulties that they encountered inhibited progress towards engagement with intrinsic values (such as independence, satisfaction of curiosity and exploration.)

Findings 2: Discussion

English teachers, in general, accepted the importance of instrumental values, as these connected with the experiences of the pupils. This is not to say that pupils cannot engage with intrinsic values, but the pupils require to see purpose in this engagement. This purpose can take the form of examination success, or the development of language skills, or personal and social skills that help them find their way in the world.

More experienced English teachers tended to be more overt about their desire to promote certain values (Roger, Gerry, Mary, Barry) than the younger teachers (June and Jenny), whilst both groups demonstrated the link between pedagogy and the exploration of values. All these teachers had a pedagogical approach which used instrumental values both as a starting point for engagement, and as a link to intrinsic values. One exception was Sandy, who exhorted her pupils to recognise the value of the 'literary tradition,' a value not reciprocated by her pupils.

Science teachers followed a similar pattern to that of the English teachers, in that instrumentality was central to their thinking about how to involve pupils. One Science teacher, Gordon, who was also at Boys School was less successful in using pedagogy to make the connection between investigation, an instrumental value of the subject, and the longer term intrinsic values, of independence and curiosity. Other Science teachers also found that there was difficulty in doing this and that they were not as successful, as their colleagues in English, in helping pupils recognise the value of their subject.

In Science, the constraints of the syllabus, lack of time, resources, and in some cases the large class sizes for practical activities, limited the potential for exploration, curiosity and explanation to move from the untouchably intrinsic to the accessibly instrumental. Of course this was not true of all classes all of the time. For example, the possibility of examination success meant that there was an instrumental value attached to Science that did motivate the academically successful pupils. Equally, some teachers did use Science in

order to develop broader instrumental values, such as cooperation and respect for discussion.

The data from Church Comp reminds us that the effectiveness of classroom activity can be adversely affected by pupil attitudes to school, and Scigril Comp takes us one further step from the classroom and reminds us that the wider community can have negative perceptions of Science .

Mary at Boys Comp argues quite persuasively that English deals with 'issues that concern us as human beings' and is a place where you can discover the 'inner person'; whilst Derek, also at Boys Comp, posits that some pupils 'will never appreciate...that Science is impinging on their everyday life.' Teachers of English were more comfortable exploring values, beginning with the instrumental and leading to a consideration of the, at first glance, more esoterically intrinsic. In Science they concentrated upon the immediately instrumental, often with few links to the intrinsic; the bigger picture, the importance and purpose of Science, often getting lost. Science teachers were less certain as to the place of values in their curriculum, and more pupils showed a tendency to disengage from the values of this subject.

Both subjects should be viewed in the context of schooling, which was not always seen in a positive light by pupils, especially if they felt that they might not be academically successful. Pupils who could see the possibility of 'academic success', generally a GCSE at 'C' or above, would see instrumental value in the subject, and therefore 'engage' with the values of the subject at that level, with the possibility that this would lead to an engagement with some of the intrinsic values that the teachers talked of in the interviews.

Those pupils who felt that they were likely to be less academically successful would be more likely to disengage from the instrumental values of Science (measurement, observation, recording). The intrinsic values of the subject (such as explanation of the world) were often hidden from them, as instrumental values dominated the teaching and

world) were often hidden from them, as instrumental values dominated the teaching and learning. So, when Science teachers did offer the possibility of explanation these less able pupils were often disengaged, whilst English still held out the hope of an insight into those values which offer satisfaction in themselves (primarily insight into the human condition).

Pupils of both subjects wished to engage in them by exploring meanings. One of the ways that they wished to do this was through an exploration of opinions, both their own and those of their teachers. A useful step forward to increase the engagement of pupils with the values of English and Science would be to establish the exploration of pupil and teacher opinions as a legitimate pedagogical approach.

Conclusions

An exploration of the values in education of necessity raises fundamental questions about the validity of the curriculum, pedagogy and relationships. This could be a cause of further insecurity for a number of teachers. Exploration of these issues needs to offer gains for teaching and learning, and take place in circumstances that are supportive and non threatening. In short, professional development materials have to help teachers deliver the curriculum in the circumstances that they are faced with.

Pupils are not indoctrinated through schooling, as they are active evaluators, not passive receivers of values. However, negative pupil attitudes to school can thwart the best efforts of classroom teachers to engage their pupils in the values of their subject. Pupils can and do reject schooling if they perceive the attitudes of school, and hence its values, to be negative.

The institution of the school, and the power of the teacher are important factors in shaping the pupil-teacher relationship. Pupils view teacher motives with a certain degree of scepticism. Pupils will explore values if they perceive this to be in their interests, but they do not respond well to exhortation. Pupils want relationships of integrity with teachers: relationships where teachers listen and respond to the pupils' interests and motivations.

Subject teachers are uncomfortable with the promotion of moral values outside of the context and aims of their own subjects. The teachers' main purpose is the teaching of their subject, which involves knowledge, skills and attitudes. Attitudes, as responses to stimuli, are underpinned by values. In this context some teachers are prepared to explore these values, but not to impose them. Currently, a number of teachers in the sample, particularly some less confident teachers of English, and a variety of Science teachers, are unsure of the validity of exploring such values. They are not prepared to take the risk.

The perceived risk has to be understood in the context of possible litigation. Teachers are no longer as secure in their authority as they used to be. There are things they are obliged to do in school time, while at the same time they may be held publicly accountable for their words and actions. There is a legal requirement for teachers to teach the National Curriculum enshrined in the Education Reform Act and other more recent legislation; and these laws are upheld through detailed specifications (e.g. the literacy hour) and inspection by Ofsted. The content-packed curriculum reduces the time that is available to explore 'big' issues, whilst 'section 28', prohibiting the 'promotion' of homosexuality in schools, is an example of teachers being forbidden from discussing one such issue. 'Political correctness' is a term used by one group of people to express disapproval of the values upheld by another group. In that sense, it is a kind of political correctness that created a law that prevents exploration of the 'big issue' of homosexuality, and, as Tate said, there is another kind of political correctness that inhibits teachers from giving a clear moral lead on other 'big issues', such as, in this case, stealing. This research suggests that subject teachers need to feel much less pressured by a content-packed curriculum if they are to be willing to take on the role of moral educators. It also seems very clear that there is a need to question the value of school rules that deal with relatively trivial matters and neglect major issues such as stealing. Values at the whole school level need to be perceived in a positive light, and should be based upon an optimistic perception of human behaviour. To one of our pupil informants (quoted in an earlier chapter) it was clear that schools would do better to spend time on 'a lot of encouragement' than on enforcing 'stupid little rules like 'don't chew gum'.

Values in education do impact in a powerful way upon pupil experience, through pedagogy, subject matter and teacher relationships in school. Rather than indoctrination, there is a danger that pupils will be denied the opportunity to see in their teachers that people are different, and that they can do things differently. A number of teachers considered themselves to be at odds with the concept of 'the teacher' and felt they did not conform to this. This failure to live up to 'the model' did generate insecurity.

The following illustrations indicate the range of values that are touched upon in a subject context. It is not possible to say that these values are explored in all classrooms, because this depends upon the nature of the pedagogy. Curiosity may remain an aim of the Science curriculum, but could remain untouched in the classroom. Equally, Science can be taught in a way that constantly helps pupils explore their own life circumstances, but this may not be in the syllabus. Instrumentality or intrinsicality depend upon how the subject is tackled. But, what is clear is that the potential for engagement with values in subject matter is enormous.

Illustrative Values in Science

- curiosity
- exploration
- cooperation
- respect
- learn about life
- learn about the way things work
- behaviour modification
- tolerance
- positive attitudes
- reasoning
- independence
- helps enquiry
- questions things that are taken for granted

Illustrative Values in English

- power of language
- love of literature
- pleasure in reading
- tolerance
- sympathy
- understanding
- anti-racism
- discovery of the inner person
- independence

developing potential
appreciation of different cultures
discussion of important issues
respect for individuals
worth of individuals
extension of mother's knee.

Other

exam success

Teachers of English find it easier to engage pupils in the values of their subject than do teachers of Science. Many of the values of Science appear to be beyond the reach of pupils in the constrained conditions found by the research. Pupils and teachers are concerned with the instrumental nature of values, and Science teachers find engaging pupils in intrinsic values is often impractical given the constraints that they operate under. Instrumental values engage pupils in the work. They offer a purpose with short term rewards. They can initiate excitement in learning if used as a route to the intrinsic. Helping pupils to investigate how a bell works can lead to a greater curiosity. Satisfaction of curiosity is an intrinsic value that can be ignited through the spark of immediate concerns. Equally, sharing an experiment with a class mate, and comparing results in a genuine and meaningful pursuit of knowledge, can lead to an appreciation of tolerance and reasoning, values which can be seen to have worth in themselves, and can be considered to be intrinsic in nature. However, a crowded curriculum, a shortage of equipment, a pupil's poor perception of his or her ability in the subject, or a pupil's poor perception of the worth of the subject, makes the study of Science for the satisfaction of curiosity, and other intrinsically interpreted values, difficult: curiosity often turns into the teacher 'telling them how to find something out', which through repetition turns curiosity not just into the instrumental (a means) but into the mundanely instrumental.

Meaningful exploration of values takes place where instrumental values are used as a starting point, and the pupils are aware that this can lead to helping them explore values of

a more intrinsic nature. It is not sufficient for instrumental values to be ends in themselves, as there is a danger that this would become an empty, meaningless activity. It is also important not simply to exhort pupils to engage in the intrinsic, but to make the link explicit in relation to the immediate practicality of the instrumental. Encouraging pupils to use cooperation and accurate and careful experimentation to discover the role of electromagnetism in making a bell work, or using the power of language to manipulate and control people in Macbeth, are two effective examples. In contrast, the use of worksheets to encourage independence or the use of video to demonstrate the literary tradition are examples where intrinsic values remain distant and mysterious concepts when pupils are left unaware, and unconvinced, as to the instrumental values that can derive from these activities.

Pupils should see different styles of teaching, different personalities, and different values, and be encouraged to challenge them. The staff development materials derived from this research, and developed in collaboration with teachers in the project, are designed to encourage this approach.

Staff Development Materials.

A central aim of this research project was to develop materials for staff development that were grounded in research evidence from pupils and teachers. This we have done through the staff development materials, which are included in this report. The purpose of this material is to encourage teacher exploration of the values that permeate their classroom work. In beginning to untangle the complex issues associated with values teachers will be able to approach the values of schooling, pedagogy and subject matter in a more focused manner. Not only will they be able to make more conscious decisions about the values that they promote, but they will also be in a better position to fine tune their approaches to teaching and learning in a way that will increase the chances of pupil engagement with subject study.

We feel that this approach is a timely one. The Secretary of State, in his proposals for the National Curriculum review (QCA 1999) offers schools a challenge. According to the proposals, pupils in PSHE need to:

gain greater knowledge and understanding of social and moral issues, clarify their opinions, attitudes and beliefs through discussion with their peers and informed adults.

This research report argues that pupils need to be able to discuss and challenge those values which underpin their everyday experiences. Our findings suggest that to approach values without considering the effects of schooling (Findings 1) and the subject (findings 2) would not only lead to a missed opportunity, but would also undermine the validity of a school's role in the exploration of values. A 'bolt on' approach runs the risk of disengaging pupils from a genuine exploration of values.

In the same report the Secretary of State also calls for schools to:

develop a range of materials to help them (*pupils*) become effective in school, neighbourhood and public life with a greater emphasis on critical awareness and evaluation.. learning further about key concepts, values or dispositions of fairness, social justice, respect for democracy and diversity.

This is to be done through 'Citizenship.' This initiative could face difficulties. Our research casts doubts over the practicality and effectiveness of asking subject teachers to 'take on' new responsibilities outside of their subject expertise. A clear statement of the principles which underpin the well being of individuals in society may be helpful in providing a framework for debate, particularly if schools pay more attention to these and less to traditional school rules that attempt to impose adult norms on adolescent culture. However, pursuing fairness, social justice, respect, or moral codes for some altruistic or whole-curriculum purpose, in subject time, would not be well received by most of the classroom teachers in this sample, as they cope with the demands of a centralised and demanding system of accountability and control. An alternative, addressing them in additional taught time, raises issues of staffing and doubts about teacher and pupil recognition of the instrumental worth of such separate study.

Our research tells us that teachers and pupils address those values which help them in a practical sense. If attention to values helps subject success then teachers will consider their implications more seriously. If they do not consider that values have a part to play in the subject then teachers may view them as an imposition on a curriculum with more important priorities. Teaching values may be seen as a distraction from the subject which is many teacher's central purpose. But subject teachers may explore broader values if they are directly relevant to these two questions:

What values does this subject offer?

How does this subject help pupils to explore the values that they hold?

Such an approach puts values and subject study at the centre of the pedagogical process. It requires serious consideration of aims and pedagogy and must have the purpose of improving the teaching and learning of subject disciplines, an aim which lies at the heart of teacher motivation.

There may be a danger, in the current demanding circumstances, in taking the alternative, managerial, audit approach which attempts to track values across the curriculum, probably within some sort of matrix. This would leave teachers and pupils unmoved, at best. It would be disingenuous to suggest that teachers should simply be left alone to identify, interpret and focus upon values in education, but values development cannot be taken seriously if values like professional autonomy are lost to teachers. Teachers have the opportunity to capitalise upon the motivation offered by values in education, because our data shows that most pupils want to be able to express their views and find out what others think. Recognition, interpretation and implementation of values in education requires that teachers are able to communicate and develop ideas amongst other practitioners. Teachers need the time, space and encouragement in which to do this.

In 1996 the National Forum For Values in Education and the Community (NFVEC), a body set up by the Schools Curriculum and Assessment Authority (SCAA) made recommendations concerning the values that schools should promote on society's behalf (NFVEC 1996). This contained statements on values which focused upon 'the self, relationships, society and the environment.' These values have underpinned subsequent Qualifications and Curriculum Authority (QCA) statements on the promotion of pupils' moral, social and critical development.

The QCA, SCAA's successor, produced guidance for schools in the area of values development based upon the Forum's recommendations (QCA 1997), and piloted these guidelines in 150 schools from November 1997. Included in the draft guidance for pilot work was a booklet which considered the contribution of subject teaching in secondary schools and colleges which argued that:

Spiritual development requires a supportive and challenging environment. This requires teachers to consider not only the types of experiences and activities which need to be provided for the pupils but also the underlying ethos of the learning situation. This includes the teacher's own values and attitudes. (QCA.1997. p.4)

This proposal for teachers to review their own role in teaching and learning was an encouraging pointer for those of us who consider that the subject teacher is a major

influence on young people. However, since this publication there has been little reference to this important process in subsequent guidance or consultation material on PSHE and Citizenship.

The Scottish Consultative Council on the Curriculum (SCCC. 1991) published a discussion and development paper which contained a category they called 'appreciation of learning,' which was used as a focus for a number of values including:

- a commitment to learning as a life long activity
- developing understanding of the nature of knowledge and how it is constructed and used
- self discipline, independent thinking, aesthetic sensitivity
- development of skills which help individual pupils to reach their full potential
- developing understanding of the importance of a cultural perspective, respect for evidence and freedom of expression as foundation elements of a democratic society. (SCCC.1991. p6)

Many of these values are entwined with pedagogy, and yet, because of the way in which they are being promoted in England and Wales, through Citizenship and PSHE , values are in danger of being seen merely as extensions, or enhancements of the curriculum. This should not be the case. Values lie at the centre of subject teaching and learning. The values of the teacher, pupil, subject, curriculum, school and community shape and inform classroom interaction.

The values emerging from our research data derive from specific contexts, are expressed in a subject specific way, and relate to the pedagogical and epistemological norms of their subject specialism. The staff development materials, which we have developed, build on the specific, and offer the opportunity for teachers, working together, to explore the values implicit in their school, their pedagogies, and their subjects

The QCA recognised the importance of teachers exploring their values, and our materials enable and provoke this, by demonstrating and illuminating the values that have been inculcated in pupils in particular contexts of actual schools and classrooms. If we adopt the perspective of Marcuse (1972) that values are heavily dependent upon context, then a managerial, matrix approach would be largely meaningless. It might even be destructive if

the reality of the classroom context contradicts espoused values. An initiative that recognises and supports the consideration of subject and pedagogical values is more likely to lead to a meaningful pupil and teacher review of values within society. We are confident that these materials will contribute to a meaningful development of PSHE and Citizenship

The way forward

There are two sets of materials. Cards 1 - 10 are based upon English classrooms, and 11 - 22 are based upon Science classrooms. The cards concern a number of dilemmas, originating from different pupil and teacher perspectives. They have been derived from our research, and dilemma analysis has been a major feature of our methodology. We wanted to ground the materials in the classroom so that it would help teachers to understand their role in developing and transmitting values in a much deeper way than is currently possible.

Cards derived from English and Drama

1. Exploring those values that are often an unstated part of interaction.
2. Teacher as a role model.
3. School rules: 1.
- 3a. School rules: 2
4. Exploring powerful moral issues in an English lesson.
5. English texts, values and pupil experience.
6. Teachers' opinions in English.
7. Issues of social concern in Drama.
8. Values implicit in subject matter: English.
9. Learning and classroom management in English
10. English teachers and the pastoral role.

Cards derived from Science

11. Exploring those values that are often an unstated part of interaction.
12. Pupil behaviour
13. Learning and classroom management in Science
14. Teacher identity and classroom management in Science
15. Value free Science?
16. Difficulties in learning Physics.

17. Girls and Physics.
18. The Science teacher and school rules.
19. Values implicit in subject matter: Science.
20. Values and restrictions of the Science curriculum.
21. Teachers' opinions in Science.

It is envisaged that the majority of these cards will be used mainly with teachers of Science or English. However a number of cards could be used more easily with teachers of any subject. This particularly applies to cards 1, 2, 3 , 3a, 11, 12.

The purpose of the cards is to encourage teachers to investigate materials, knowledge and pedagogy that may have become so much a part of everyday practices that their purposes or origins have been lost, and they have become part of 'common sense'. The assumptions and values that underpin this common sense are investigated. The cards help to reveal these values. The teachers' developed perspectives will feed back into their classroom practice. Underpinning this approach is a belief that the exploration of values offers the prospect of greater pupil engagement in the subject.

These cards are challenging. By challenging values they ask teachers to reconsider presumptions, pedagogy, knowledge, purpose, and possibly personal belief systems. They should be used with careful planning and consideration for those who are to use them. Groups of serving teachers, away from the environment of their school, but with other subject colleagues in their school, amongst other practitioners of their subject from other schools, would be best placed to explore the issues raised in these cards.

Teachers have collaborated on the production of these materials, but that collaboration has been limited to our small number of partners. Before considering the wider distribution of these cards for staff development purposes, they will be trialled with a much larger number of teachers in workshop settings and revised in the light of that experience. We are grateful to the Gordon Cook Foundation for providing additional funding to enable us to carry out

this work through a series of workshops involving teachers from the different regions of England.

1. Exploring those values that are often an unstated part of interaction

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card explores those aspects of classroom interaction between pupil and teacher that are sometimes unrecognised. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and her pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1

I don't want my children in the classroom to see me just as 'Miss XXXX, Head of English,' or 'Miss XXXX, my English teacher.' Because I am not just that. I am a person... a human being who has feelings, who can get angry, who can be hurt, who has opinions, and that is what I want them to see me as, as another person.

2

I also don't see myself...I hate the word teacher. I like to think of myself as a learner. In my classroom I am the head learner. In my classroom I feel that we are all learners. I learn from the children, and hopefully they learn from me, and it is just a line, a development. Most teachers operate as 'I am here, I am the great oracle. I am going to teach you. You listen to me. You learn.' I try to be a learner.

3

....maybe in my own arrogance I do not have much respect for teachers ..because of what I see and hear around the school. A lot of defensiveness....As a profession, oh God, whatever that word means, I think that we are narrow minded, we are afraid of lowering our defences.

The Year 10 Pupils

A

There was an open discussion so we were able to discuss our opinion. It is good for us because we know that teachers are willing to listen to what we have to say. So that we know what they feel about us, and they know what we feel about them.

B

How would you like things to be done?
More open feelings about each other, and telling the teacher about our opinions on the work we did in the lessons, and the teacher giving her opinions on how we behaved in the lesson.

Is that what you have just had?

Yes of course, because we express our feelings in the lesson.

C

How do you think Miss XXXX would like you to grow up?

Like herself. Feel about things in the same way that she does... she has got a bad temper. Not that she shows it anymore, but she has. She never takes her anger out on us, but we have seen it at times.

She is a calm person, not angry in small situations, low temper, respects elders.

D

Do you get the chance to say what you really think in these lessons?

No, not all the time. Why not? Miss XXXX would be offended by what we said...(we are) sometimes fed up. Another boy said it accidentally. Miss XXXX said give me an example of 'bore' and he said 'you give me bore.' She was angry.

Key Questions

- How does the teacher of English feel about her role? Why might she feel this way?
- What is it to be a teacher?
- What sort of values does she refer to?
- How do the pupils view her?
- What sort of values do the pupils think that she holds?
- Is there a conflict between the values she holds and the way in which her pupils relate to her? Why might this be?
- How honest can teachers and pupils be with each other?
- How can the dilemmas be addressed?

Activities

- Individually list those values that underpin your motivation to teach. (Keep this list to yourself at this stage.)
- In pairs list those values which operate in your department.
- List separately those values which you feel the school emphasises.
- If there are more than four people in your department compare the lists which were drawn up in pairs.
- As a department, identify any conflicts between the lists you have drawn up (including your own list if you wish.)
Do these conflicts matter?
Is there anything that you can do as a department to address the issues raised?

Further Reading:

Sikes, P. Measor, L. Woods, P (1985)
Teacher Careers. London. Falmer Press.

Woods, P. (1990) The Happiest Days?
How Pupils Cope With School. London.
Falmer Press

2. Teacher as a role model

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card explores perceptions of the 'role model' in English lessons. The aim is to explore those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the classroom, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teachers and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with two teachers, and after the lesson, with the teachers' Yr 10 pupils.

Year 10 English Teacher 'A'

You mention role model. Do you see yourself as a role model?

As a teacher you have to be to some extent. It is part of what you do. I also look at other teachers as role models. That is how people learn. I'm not sure that you always agree with them.

You discard some bits and concentrate on the bits you like, and hopefully that is what the kids do as well. They get out what they like and discard what they don't.

Year 10 English Teacher 'B'

I really cannot consider myself a proper teacher. I suppose that gets through.

What do you mean by that?

I mean that I am not credible myself as a proper teacher I'm still in the same frame of mind as when I was 23 and 24 and doing VSO.

What is a proper teacher? Well, you know somebody who has got the rhetoric and the solemnity that you expect.

What sort of rhetoric would a proper teacher have? I don't know, but I can remember when I started teaching at school, there were solemn rebukes that did the job. Nobody is frightened of me. I feel that you have got to have a few missiles to carry around to be a proper teacher and I haven't got any. I'm sort of naked in the conference chamber. (Laughter)

*Should teachers be role models?.....*Role models is nonsense as far as I'm concerned. Do your job. Certainly don't think in those terms. *Why not?* Do the job. It is a presumption. If I'm an organ player, and play the organ. I don't come out and say well did you like that change from F sharp to G minor, and , shall we do something different next week? You just play the organ.

Revise: collaborative research into values in secondary education

The Year 10 Pupils of English Teacher 'A'

What sort of person do you think the teacher would like you to grow up to be?

P1 A friendly and kind person because she is like that now.

P2 Helpful, she likes to help you out when you are stuck with things.

P1 She gets along with us all and she is nice, and she is supportive of people who do not understand the work as much. So, she would like us to be like, helpful.

The Year 10 Pupils of English Teacher 'B'

P1 ...you feel like he is more like you.

Other teachers are more stuck up.

P2 I like him. He's a good teacher.

P3 He relates to you.

P2 He gets on the same level so that you can understand.

Like other teachers in our school, can be right stuck up like P1 said. They don't like understand you, but XXXX is more like down to earth, you can like get on better with him, like when it comes to work and stuff.

What sort of person would XXXX like you to grow up to be? P3 He would hope that his teaching skills might have paid off. Like he would have taught us now and if in a few year time we were not working or not doing anything, he would think he would have failed as a teacher. But, if he sees us with a good job then he would be proud of himself or something.

P2 He would want us to be nice and have a good job.

Key Questions

- What does it mean to be a 'proper' teacher?
- How do the two teachers of English feel about their role? Why might they feel differently?
- What is meant by the term 'role model?'
- Is it important for teachers of English to be role models?
- Do the pupils view their teachers as role models?

Activities

- Think of teachers in your own experience who you consider to be successful in some way, and who may have been seen by some to be idiosyncratic. Describe their characteristics, and successes to your group.
- In pairs draw up a job description for a post in your department which embodies some of these successes and characteristics.
- Compare your job descriptions with other pairs of colleagues. What are the differences, similarities?
- Which factors allow you to reach a consensus? Which factors prevent the development of a consensus? Is consensus important?

Further Reading:

'Total Teachers' in Fullan, M.
Hargreaves, A. (1991) What's worth fighting for in your school?
Buckingham. Open University Press.
pp.25-50

3. School rules: II

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card looks at how school rules are understood by the teacher of English and their pupils. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1

Anything about school rules that you don't like?

Anything that gets in the way of getting the kids the best results, and most of them do. I know that they are not intended to, but the effects are. If you are going to give kids detention for chewing gum, for having their shirts out, it is going to.

2

For wearing the wrong coloured footwear?

Yes. it's an irrelevance to my concerns. Getting in late, is a bit different. I mean the beginning of an English class is important but as you can see how I started that class off it was ten minutes after the bell. It could have been longer. But to start it without books, without enough books, was an invitation to disaster.

3

Discipline in school should be..Wholly to do with work. Can you explain what that means?

The work when it is coming in should be the job that we are doing together and everything else is second division. *Noise on the corridor....*Well, those are of course connected aren't they? If the school is badly out of hand you're not getting anything working. But, the starting point, the way that you talk to the kids should be *work..*

The Year 10 Pupils

A

The school rules that you have, P3 They're stupid P1 Stupid. P4 There's no point.

What don't you like about the school rules? P4 The uniform.

P3 You can't even go and walk outside. P2

You are not allowed to walk outside to your lessons. You have to stay inside. P3 You can't tie your jumper round your waste even when it is hot outside. P2 You can't wear more than one pair of earrings, and they are supposed to be studs.

P3 You can't wear nose studs. P4 You have to wear shoes. P3 You are not allowed shaved hair. P2 you are not allowed hair with lots of colour.

B

You've got trainers on. P4 Don't listen. It's harmless. P3 It is. Why can't you wear trainers? P5 It isn't interfering with your education. So, why can't we just wear trainers? P2 yeah, what's the problem with it? P3 It's not going to stop us from working. P1 your not allowed to wear chains. One distinctive ring.

You've got more than one ring on. You've got trainers on. You are breaking the school rules. How have you got away with that? P1 If you saw the Head you would have to take them off. But, all the other teachers don't really take much notice. P2 No, they don't. P3 No, they don't listen because they know themselves that the rules are stupid. Do teachers say anything to you about your trainers P4 All the time but I don't listen.

Key Questions

The task of the group is to consider the following questions:

- Will the teachers' views bring them into conflict with the wider school?
- What is the ethos which underlies the teacher's approach to rules and discipline?
- Do the pupils share the teacher's views on school rules?
- Should the school rules be applied by all of the teachers, changed, or the situation left as it is?

Activities

Consider:

- those rules in your school that get in the way of learning;
- those rules that facilitate learning;
- those rules that help to promote or maintain a sense of community;
- rules that should be discarded;
- rules that should be introduced.

Further Reading

Gewirtz, S. Ball, S. Bowe, R (1995) 'The enhanced significance of signs' in Markets, Choice and Equity in Education. Open University Press p.122

C

You said all rules are rubbish, are some rules better than others? P2 No. Being polite is a bad rule as well? P3 It is a good rule, but no one listens. P2 You do what you want. If you want to be polite then you are polite, if you don't then you don't. P3 There is no one watching you all the time to make sure that you are. P2 If you don't like someone then you are not going to be polite to them at school are you? P4 Exactly. P5 The makes the school look better if everyone is polite and happy. P1 That is never going to happen though is it. Come on. P5 It is. P1 No, it isn't. P2 I think that it is stupid about the uniform business.

3a. The English teacher and school rules: 1

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card explores the development, implementation and pupil reaction to school rules in an English context. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1 *Is there anything about school rules that you don't like?* Obviously, to make school rules effective there has to be consistency and this is difficult. Inconsistency across the school, concerning rules, makes it increasingly difficult for us, as individuals, to correct pupils' behaviour because they will argue with your requests by saying other teachers 'let them do it' etc. So, I do not like the fact that pupils will argue over rules with you because basically they are confused. *Do you stick to school rules?* I adhere to most of the rules most of the time, but in such an active lesson uniforms will become untidy and it may be more practical to work in trainers etc. My subject is based solely on cooperation and communication so I try to be fair and calm in my approach to the rules, sometimes overlooking minor lapses if it is disruptive to my lesson.

2 *Why do you think that the uniform one is important?* Because when they leave they are going to have to be smart.... *In your lesson?* Well, I pick them up on it, No, it's true. I don't know whether I would bother about it as much. I would pick them up on it verbally, but in terms of taking it any further and giving them a detention. I'm not sure that I would follow it through because my main concern when they come to my lesson is that we do my lesson, and that we don't get distracted by, but that is not to say that they turn up thinking 'ah, take my tie off before I go there.'

3

Where do the school rules come from? They are negotiated. *With?* Staff. *Is that an actual process that you take part in?* I haven't taken part in it. Because they were set when I turned up a year ago. So, no but before that they were, and if anybody had any strong feelings about anything then rules would be added, or taken away. *Do they get revised?* Yeah. *When will they next be revised?* I don't know.

The Year 10 Pupils

A

Is there anything about the school rules that you do not like?

P1 Everything! *(laugh)* It is stupid that you can't have coats on in school isn't it?

P3 Your not allowed to carry your coat in school.

P1 If you haven't got a lock on then what are you supposed to do?

P3 You have to wear school shirts.

P1 You are not allowed to chew gum, now that's just stupid.

P3 Because some people leave it all over the place.

P2 You get detentions for chewing chewing gum, so you don't want people to catch you so if a teacher comes you don't want them to catch you so stick it under a desk, or summat. I don't do it personally but I can see what you mean, and just chuck it everywhere. But if you are allowed to chew it and you want a new piece you throw it in the bin because you'll not be afraid if anyone saw you.

B

Some people think that they should be teaching you about right and wrong. Do you think that it is the place of the school to do that?

P2 Yeah, but we don't have rules like that we just have 'don't carry coats in school, don't chew gum, don't wear earrings, don't wear make up.' It's totally irrelevant to the teaching. **P3** They're not positive things they are negative things. *What do you mean by positive things?* **P3** Well they don't say anything about, like you know, like say to, em, help me please, come on. Well, they don't treat you level headedly. They look down on you. **P2** In assembly, like with one teacher it's all about what we are doing wrong, not about what we are doing right. **P1** One teacher says, just like don't chew gum, they only have them so you like don't break bigger ones. If you know what I mean . They could say like 'don't take drugs,' but then you'll go out and do that and go onto bigger things. But if they have like stupid little ones like 'don't chew gum.' I know what I mean. *(laughter)* *What sort of school rules would you like to see?* **P3** A lot of encouragement, not much encouragement from the other teachers.

Key Questions

The task of the group is to examine the following questions:

- Is the reason for school rules put forward by the pupil in Quote B a fair one?
- Are the pupils right to feel the way that they do about the school rules?
- Why do the pupils find it difficult to think of positive rules?
- Why does the teacher have an ambivalent attitude to the school rules?

Activities

Consider:

- A list of rules that you would like to have.
- If they differ from your colleagues.
- If it is important to come to a consensus.
- How you could try and determine an agreed set of rules. Whether it is possible to maintain agreement over time.

4. Exploring powerful moral issues in an English lesson.

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card considers how powerful moral issues can be handled effectively in the English classroom. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use the **activity**.

The quotations on this card were taken from interviews with the teacher, and after the lesson, with the teacher's Yr 10 pupils.

'Poem' by Simon Armitage

And if it snowed and snow covered the drive
he took a spade and tossed it to one side.
And always tucked his daughter up at night.
And slipped her the one time that she lied.

And every week he tipped up half his wage.
And what he didn't spend each week he saved.
And praised his wife for every meal she made.
And once, for laughing, punched her in the face.

And for his mum he hired a private nurse.
And every Sunday taxied her to church.
And he blubbed when she went from bad to worse.
And twice he lifted ten quid from her purse.

Here's how they rated him when they looked back:
sometimes he did this, sometimes he did that.

The Year 10 Teacher

1

Were you putting a message across about the use of violence?

I could see that I was putting across my own message there actually. But the reason I actually pointed it out, was because sometimes when they are doing drama and role play, they can sometimes get carried away with the performance, and show off a bit in front of the class. And I think that those types of lines have the potential for that really.

2

Would they pick that message up? I think that they would, yeah. I can think of certain situations where issues have been raised where students have asked my opinions on things, and I do tend to remain as objective as possible but, for example, we were studying a film and it raised an issue of domestic violence and a lot of students were saying: well the woman should have obeyed her husband, and I did say something then.

This was in YR 10 and by Yr 11 they really had an awareness that part of that was respecting yourself and you didn't have to be treated like that .

The Year 10 Pupils

A

In the poem: 'and once for laughing, punched her (his wife) in the face.'

What does that line mean? P1 He smacked her. How do you feel about that? Don't know. Angry P2 Not good. One minute he is good and the next minute he slaps her. P3 Why would you hit your wife because she laughed? P2 Its stupid. He is so violent because she laughed. P1 What was she laughing at? If she was laughing at him, or something he did. Or whether he praised her food. *What do You think Ms XXXX thought about that line?* P2 She was upset. It's wrong P3 I think it's wrong because everybody laughs, and it is miserable to punch her because she laughs. P2 He shouldn't have hit her.

B

And 'slipped her the one time that she (his daughter) lied.'

P2 It showed that he tucked her in every night, and then the next time just because she lied to him he slipped her. And he is the one who steals from his own mum and hits his wife. Why is he punishing her for doing something wrong? All she did was lie. P3 She lied, and it was his way of disciplining his child. But I mean. If it was the first time she lied. The first time I lied I didn't get slipped. You don't just get slipped the first time that you lie. It was his way of disciplining her. If she was a bit older, and she had lied. P2 You haven't got a right to hit your children..and anyway if he has stealing from his own mother and hitting his own wife and disciplining his daughter, he doesn't know what that word means. Probably he is addicted to it, and he doesn't want his daughter to grow up that way. P3 I do get that point but he should not hit his wife. Whatever he may do, steal, that is his way. *But what about Ms XXXX Would she approve?* No *Do you know what Ms Rouse thought about that?* No

Key Questions

- What views on domestic violence do you think that the teacher was putting across to the pupils?
- Do the pupils pick up on the teacher's views on this issue? Is there any ambiguity evident in the pupils perceptions?
- How does the teacher justify making her pupils aware of her views on domestic violence?
- Is this the only justification for making pupils aware of her views on this issue?
- Are there other issues on which teachers should make their personal views known to pupils?

Activity

- Using the poem discuss with a colleague how you would handle issues that might arise from its use in class. Present this to other colleagues, and invite their comments.

5. English texts, values and pupil experience

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card shows how pupils interpret some of the behaviour of characters in Macbeth. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson on Macbeth, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1

What I wanted them to understand was the differences between the ways in which the two characters reacted and what sort of a crime that was that had been committed. What that meant in the time of Shakespeare, and a grasp of those issues.

2

How do you see Lady Macbeth?

She is very definitely linked with evil spirits and the play is very direct, with references like 'come and sex me know, fill me with evil from top to tail,' and lots of words to do with poison. I think that she has to be seen in terms of evil. Now what that evil represents will obviously depend on your society and where you are living, but I think there is a clear link in the writing of the text with the notion of evil.

3

The witches say in the prologue about things not being as they seem, and the difference between appearance and reality....if you noticed quite a lot of the girls picked up on that and included things like 'false face must hide what the false heart does know.' There was also 'look like the innocent flower and be the serpent under it,' and I think that was all to do with that theme: Not always being able to perceive what someone is like from their appearance.

The Year 10 Pupils

A

P1 The play is abouttwo different characters; one physically strong, one mentally strong.

P2 It is about their relationship as well. The good and bad, the way the witches showed that in the beginning. Then they showed Macbeth and he had just won the war, and everything, in Scotland. That was showing his bravery and he was good, and then there is another angle on him when he kills the King. He is bad then.

B

How would you describe Lady Macbeth?

P1 At times she is stubborn, and like some people showed her in the play as scared as well.....She has got a mixture, she is stubborn and afraid

P2 She keeps her emotions inside her, whereas Macbeth can't keep them inside him.

P3 She has got more control than him. She is more mentally strong than him. *Macbeth. It's Shakespeare's time isn't it? Is it useful to you as young women growing up in XXXX?*

P4 It can be in some ways because it can tell you what is right and what is wrong. It can give you better understanding of different situations you could get into.

C

'Look like the innocent flower, but be the serpent under it.' Have you

heard of it? **P1** 'It means that you put a face on but don't say your

feelings out loud.' **P2** 'I think that this means be nice by the face, but

hide the evil in the heart.' **P3** 'I think that it means that he should act

as if he is innocent and doesn't know about what has happened and not

show his evil side. Keep that hidden.' **P4** 'I think this means to be sweet

on the face and think evil about them.'

Key Questions

- Are the concepts of 'bravery' and 'good' perceived in the same way in Shakespeare's time and our own? Do we expect the same of our Kings and Queens today?
- Is it important to explore any differences in these perceptions in English lessons?
- In considering the behaviour of the characters in Macbeth is it important to explore the morality of those actions?
- How important is it for teachers and pupils of English to draw parallels between behaviour in Shakespeare's time and that of our own?

Activities

- Consider, amongst your department how pupils might respond empathetically to issues when portraying characters in works of literature in the GCSE syllabus. eg disability, race (Of Mice and Men), bullying (Kes), deception (Macbeth).
- How would teachers in the group define inappropriate empathetic portrayal?

6. Teachers' opinions in English

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card explores perceptions of how and why teacher' opinions can be expressed in English lessons. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson, with the teacher's Yr 10 pupils.

The Year 10 Teacher of English

1

We are fortunate that most of our pupils are genuinely interested in what we have to say...it is not that they want to learn. I have a group of lower ability pupils at the moment to whom I teach English. They don't necessarily want to learn but strangely they are interested in what you have to say if you put it in an anecdotal way for them to relate to. We are guaranteed a certain amount of commitment before we walk in because they are inquisitive. The difficult side to this is that you have to stretch them in a subtle way so that it appears that they are having fun.

2

If you take that theory and put it into practice here, most classes, not all of them, most classes, will go for five or ten minutes loving it. I mean I've never tried this actually, but, I'll bet they would think 'oh this is great, we can talk.' Then they'd be like, 'well what are we going to do now? We're bored now. You're supposed to be teaching us, come on teach us something!'

The Year 10 Pupils

A

Would you like to hear the teacher's opinion on things?

P1 No. if we are doing like abortion and the teacher gives their opinion on it you'd think about it and have a more one sided view on it.

P2 It is better that the teacher doesn't and then we can think about our opinions.

B

Where do you get your ideas from about right and wrong?

P1 Parents.

P3 Yeah.

P2 Parents, and teachers.

P1 They give you detentions for the most stupid things.

P3 Things that don't really matter.

P1 Yeah, you get detentions and you think, I can't be bothered with school any more and you just get detentions for everything so you give up all together. You just think, what is the point, I'll just get a detention for everything anyway.

Key Questions

The task of this group is to examine the following questions:

- Does the use of anecdotes reveal anything about the nature of a teachers views or opinions on a subject ?
- Would pupils always recognise when the teacher is giving an opinion?
- How do pupils react to the offering of opinions?
- Does the offering of a teachers opinion have any advantages for the teaching and learning of English?
- What are appropriate issues for teachers of English to offer opinions on?

Activities

Consider:

- in pairs those topics to be covered this year where opinions may be exchanged between pupils and teachers.
- if the list differs depending upon the class.
- how teachers may approach these topics and the likely response of the pupils.

C

What sort of teachers and lessons do you get ideas of right and wrong from?

P2 I don't know really.

Is it in lessons? Is it just around school?

P3 If you like the lesson then you are going to like the teacher. So, if you like the teacher then you are going to trust them so, if you trust them then you are going to tell them what you think, and you are going to listen to them.

7. Issues of social concern in Drama

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card considers some of the difficulties of addressing issues that can be addressed effectively and appropriately in Drama. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1

What was the message in that video?

It was about drugs and creating positive drugs awareness for pupils younger than themselves.

Did the message about the drugs come across in the way that you wanted it to? Yeah. I think that it did because it had humour.

2

Can I ask you, do you smoke or drink? Yeah.

Would you feel comfortable about the fact that you smoke or drink with the pupils? Er.....no, but I wouldn't lie about it if they said, do you smoke miss?

Then I would say, yeah I do. Then if they said, 'well do you drink alcohol?' Then I wouldn't lie. But I wouldn't bandy it around as a topic of conversation.

What I'm getting at is that the pupils said to me was that they were very much aware of the negative images put out about drugs in the video, but one pupil said, 'what about the positive sides?' Like they are relaxants. So, when you talk about drugs in the classroom do you feel that it has to be a very negative image that you have to put across? Nearly all the pupils of Year 10 have formed their own opinions about drugs in my experience. It is a very sensitive issue. I view my job first and foremost as raising awareness about drugs and the varying effects they have on people. Ultimately it is the pupils' choice. I am negative about drugs and subconsciously I am sure I portray this through my teaching.

The Year 10 Pupils (individual pupils were not identified in quotes 'A' and 'B' in order to maintain confidentiality.)

A

Any of you smoke or drink?

No.

No, don't smoke.

Don't smoke but you might have a little drink?

Yeah.

Did the video try and tell you not to drink?

I don't think it was about drink..

We did learn about drink though.

What did you learn about drink?

That it causes liver disease and slurs your speech and makes you unconscious.

But people drink don't they?

Yeah. (laugh)

It relaxes you dunnit?

Yeah. (laugh)

Do you talk about drink as a relaxant?

No, just about the bad sides.

B

Do you think that it had any effect on whether people smoked or drank?

It made them think twice.

It made them think, but if people do want to do it, then they are not just going to listen to a video to stop them.

The issue is teenage love so it is all different stuff like abortion, boyfriend, girlfriend and fall outs with your parents as well

Does it actually help you think about any of these topics at all?

Yeah.

I agree, it does make you think what you would do in that situation.

It makes you think twice before....

it makes you find out a lot more about it because you have to do research to make it accurate.

Key Questions

The task of this group is to examine the following questions:

- Was the teacher's own stance on smoking or drinking relevant to the lesson?
- Is it the duty of teachers to mention the positive aspects of some drugs in the appropriate lesson?
- Is it appropriate for pupils and teachers to be open and frank about their own attitude to controversial issues?

Activities

Consider

- which controversial issues can be dealt with by teachers of English in their lesson.
- the training that is required to deal effectively with controversial issues raised in lessons.

C

I asked you just now if any of you smoked or drank, and you were very honest, but it might be that some of you smoked. Would you be honest if they said, do you smoke? would you feel, yes I could tell this person?

P1 Yeah.

P2 It depends what teacher it is.

P3 If it is a strict one, they might go and tell your parents.

P1 Why should they go and tell your parents?

P3 Because they feel that it is something that they should know.

8. Values implicit in subject matter: English

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card explores some of the values inherent in the subject matter of English. The aim is to identify some of the values that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and her pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson on Propaganda in Animal Farm, with the teacher's Yr 10 pupils.

The Year 10 Teacher of English

1

Does the teacher's role involve right and wrong?

These words I have banned from my classroom. Because implicitly, or explicitly kids get the wrong message from us. We, as teachers can dismiss opinions, and also maybe don't listen enough to children.....I'm still very concerned about us imposing not only our educational values but our own moral values on the children.

English is totally unique as a subject....it lends itself more than any other subject to my philosophy ...particularly through literaturewhere else is there an opportunity to explore all the kinds of issues that concern us as human beings?

Where else can you find yourself? Where else can you discover the inner person?

2

Is George Orwell a propagandist?

Yes. *Do you think that you are a propagandist?* Of course I am. That must be blatantly obvious in the way I teach. *What are you a propagandist about?* About this great passion that I have about learning, and thinking and questioning. *What do you think that they learnt today?* About listening and the value of listening: about how ideas can be coloured, influenced.... *Do the pupils know that you are a propagandist?* I would like one of them in the next few weeks to turn around and say 'woe miss, what are you doing? How have you coloured our views?'

The Year 10 Pupils of English

A

What was the purpose of the lesson that you have just had? Partly to prepare us for homework. It's all building up to an essay that we are going to write sooner or later on George Orwell. A task that could be useful for life; to pick up information and compare things.

B

Do you need to know about 'Animal Farm' as a young man in XXXX? We need to pass our GCSE's. Any other reason? If you want to persuade somebody, then we have to lie. If you go for an interview for job, then we have to lie about some things. What sort of things? Previous jobs; how reliable you are; your attendance. You should tell the truth.

C

Do you think that being a propagandist is a good thing or a bad thing? It doesn't really matter. It isn't a good thing or a bad thing. Can it be a good thing or bad thing? Sometimes. When would it be a good thing? When you want people to know about certain subjects. Anybody here think that being a propagandist is a bad thing? It is good and bad. It depends. Lying is a bad thing. Lying is used by a propagandist.

Key Questions

- How do you feel about the teacher's views on 'right and wrong'?
- Do you share her vision of English?
- What does the teacher mean when she calls herself a 'propagandist'?
- How do the pupils see the purpose of studying 'Animal Farm.' From what you can see, do they share the teacher's view of English? What do they want out of the lesson?
- Is there any evidence that the pupils have received messages about values that the teacher has not intended?
- Does the study of 'propaganda' in 'Animal Farm' have any implications for pupil understanding of values?
- Is it part of the role of the teacher of English to develop/guide pupils in these values?

Activities

- From works of literature that you are currently using with your classes, identify emerging values.
- Identify those which are highly problematic.
- As a department, identify the different ways that these can be/are handled in the classroom

Further Reading:

Peim, N. (1993) Critical Theory and the English Teacher. London. Routledge

9. Learning and classroom management in English

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card focuses upon the tension between learning and classroom management in an English lesson. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after a lesson studying 'Kes' by Barry Hines, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1

You never directly told any kids off in the lesson. You know, 'stop doing that.' The kids at the front, for example, the girls there, they weren't taking a lot of notice of the readings and so on. You never really made a big issue about that. Is that something you do consciously?

Yes, in part. The old system was, you know, everything has got to stop. You rebuke somebody, you publicly humiliate somebody, you change what you were doing into a drama of punishment. It is a real hold up. What I wanted was a continuity of the book. Either that works or you have got nothing. You have got no bricks to build on. So, pupils losing concentration.....

2

Partly it was because I didn't hog the reading. I should have taken some of those passages myself. But, if they volunteer then you have got to use them. But they were having trouble. I had to go around pointing where we were to people rather than going around stopping someone. I don't think that it was very well done, but then I didn't choose the passage as an exhibition piece. I didn't choose what I was going to do. It was the next bit of the book, which they have got to do for GCSE.

The Year 10 Pupils

A

The teacher didn't tell everybody to be quiet and listen to the book, some people talked right the way through the reading? Why do you think he does that? P3 Because he thinks that if you do what you want you will be better.. P2 Even if he tells you to shush, if you don't want to you are not going to anyway, so he doesn't waste his breath. *What do you think?* P5 Yeah, he should be more strict. P3 Yeah, but nobody listens. P5 Yeah, not all the time, but when he wants to get through to you, he should use the cane. There should be a way to get through. He is too soft. P4 He's just about right. *What was s/he like in the lesson?* P4 A good teacher. P2 I like them. S/he's a good teacher. P3 S/he relates to you. P2 S/he gets on the same level so that you can understand.

B

What's good about him? Like other teachers in our school, can be right stuck up, like P1 said. They don't like understand you, but s/he is more like down to earth, you can like get on better with them, like when it comes to work and stuff. *What do you think other teachers think of the teacher?* I think some of the teachers think that s/he is too soft. P1 Yeah too soft. *Would you want the teacher to be a bit stricter and say, no, we're doing it my way?* P3 No, because, *Let me ask P5.* P5 (Yes,) you learn more I think, rather than just messing around all the time. P2 Yeah, but we are not messing around all the time, we are doing work that we want to do. P5 Yeah, but what about work that you want to do for your GCSE's? P2 But it is though. P3 It is. P2 We just changed from reading to doing questions, and whatever. 'Cos if we are bored with reading then we are just going to stop taking it in aren't we? We are just not going to notice it no more.

Key Questions

The task of the group is to consider the following questions:

- What is this teacher's primary concern in the lesson?
- How far do you agree with the teacher's view of classroom management?
- Why might there be different views on classroom management, and what might they be?

Activities

Consider:

- If it is desirable to meet the different expectations of the pupils.
- If it is possible to meet the different expectations of the pupils.

Further Reading

Woods, P. (1990) 'Establishing order in the classroom' in *The Happiest Days? How Pupils Cope With School*. London. Falmer Press

C

Did you get your questions done at the end?

P2 Yeah.

Did you get them done?

P5 Nearly.

Was there too much noise to get them done properly?

Too many distractions.

Too many distractions?

P4 Getting used to it.

P2 Used to it.

P1 Used to it in school.

Do you get that sort of noise in other lessons?

A Number of Pupils together: Yeah.

10. English teachers and the pastoral role

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card investigates one teacher's perception of their pastoral role as an English teacher. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after a lesson studying 'Kes' by Barry Hines, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1

What is the background to the kids in that class? I don't know. Does that bother you? Not really. If there is a problem I ought to look into it, but it will still be a problem even if I know the background. I am not one, because of the techniques that I adopt, needs to know that somebody is going to buckle under vehement telling off because I don't normally do that. Do you understand me? I tell off like an angry father at breakfast. And it is not really very cool, and it is not really very effective.

2

What do you think of the pastoral role of teachers? Do you see it as part of your role? Well, in English you are discussing whatever they want to talk about that relates in their own life to what you are doing. And of the course the difficulty is that they are perfectly willing to do so in year 7, probably breach confidences that they shouldn't do, but by year 10 and 11 they are clammed up and so sometimes you have a pastoral role when you are talking to them in smaller groups. But I don't like to think of in terms of pastoral roles, it is just an administrative convenience for the running of the school, not a real way to relate to people, 'I am now in pastoral role. I'm a role model.' I mean, I am contemptuous of the whole....

The Year 10 Pupils

A

Do you ever discuss right and wrong in English? P2 Yeah, lots of things.

What sorts of things? All sorts. Not recently. P1 That thing, that party.

P2 Oh, yeah. *Can you say what that was about?* P1 We had to organise a party, with all different things in it. What we were allowed to do, what were right for a party. *Did this actually happen?* No, we were just pretending, like making up one.

Was it about the sort of people..

Yeah, and about alcohol and drugs.

The cost of them.

So, what was the message from that?

P5 There weren't no messages. P2 It was just an exercise.

B

Do you learn about right and wrong in school?

P2 In EPR we do.

P3 We don't learn about right, really.

We learn about what we are not supposed to do.

P2 We don't do it in English we do it in EPR.

P1 Yeah. *What about Billy's brother, what do you think about him?* P4 He's a bully. P3 He's a bully, yeah.

Does that not tell something about the way to behave towards people?

SILENCE *Do you get it from parents?*

P1 Yeah, some people. Do some people get stuff from English lessons? P1 No, doubt it. EPR you get it from.

Key Questions

The task of the group is to consider the following questions:

- Why do you think that the teacher persists in behaviour that, at first sight, appears to be ineffective? (Quote 1)
- Why does the teacher consider some of the terms to be 'administrative convenience?'
- The pupils contend that they are doubtful as to whether they learn anything about right and wrong in English lessons. Is this likely?

Activities

Consider:

- Whether the teaching of right and wrong should be an aim in English.
- How important it is for the teacher of English to be aware of the personal and social background of pupils.

11. Exploring those values that are often an unstated part of interaction

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card explores those aspects of classroom interaction between pupil and teacher that are sometimes unrecognised. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1

What values underpin your lessons?

That might vary from group to group. I'm not quite sure. Maybe friendship. Maybe friendship between children and adults is frowned on.

Interaction; treating pupils as humans, as opposed to a means to a pay chit at the end of the month, (*that*) was really my experience of education with some teachers. You were there just as a means for them to get paid.

2

It should be friendly. We've got away hopefully from: 'Sit down, boy. You do that' to a relationship where there is an atmosphere in which learning can happen. They should trust you, you should be able to trust them.

3

What do we say in the school? 'You've got to treat others like you would like them to treat you.' That is the bottom line. That is what I drill into my form.

The Year 10 Pupils

A

P1 If we went into a lesson and they start shouting then we just switch off, and we won't respect them. But if they came in all happy and smiling and say 'Hi,' to you, then you give them more respect.

P2 It depends how they act.

P1 It depends what sort of mood they are in. If they are in a good mood then we will respect them more.

B

When a teacher shouts at you what sort of effect does it have on you?

P1 I think it's funny.

Why?

P1 I don't know it's just funny when you see them lose their rag, and see them get right mad and up tight when it's over little things and you should have a laugh about it. But they get really mad and upset, and we don't understand why.

Why is it funny?

P1 Because we are only kids. When they were little they would have messed about as well, but they take it right serious if someone throws a rubber across (the) classroom or something like that. (I) just laugh.

C

Why do you think that teachers shout?

P1 So we get on with our work and that we get good grades.

P3 Because they think that it will teach us, but it dunn't. If they just said it politely and stuff like that.

P1 Talked to us like friends.

P3 Yeah.

Key Questions

- What sort of relationship does the teacher want with his pupils?
- Why do you think that the teacher feels unsure about the idea of friendship with pupils?
- How do pupils want teachers to act towards them?
- Why do some pupils get satisfaction from getting teachers angry?
- Is this an inevitable consequence of the teacher pupil relationship?
- How can teachers and pupils develop positive relationships? Do they need help to do this?

Activities

- In pairs list the characteristics of respect.
- List those things that may inhibit respect.
- If there is more than one pair in your department compare the lists which were drawn up.
- As a department, identify those factors that encourage respect and those that discourage it. Next to each point identify possible ways of addressing them.

Further Reading:

Sikes, P. Measor, L. Woods, P (1985)
Teacher Careers. London. Falmer Press.

Woods, P. (1990) The Happiest Days?
How Pupils Cope With School. London.
Falmer Press

12. Pupil behaviour

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card explores the inconsistencies of pupil behaviour in Science lessons. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1

What causes them to behave appropriately in some instances, and less than appropriately in others? They obviously make choices, they do decide to be one thing or the other. It's the basis upon which they make their choices that seems to be a big puzzle. I really don't know what is behind that. Sometimes you can see that there is an element of disinterest in the subject.... Sometimes it is because it is the last lesson of the last day of the week, and they were tired, fed up, and couldn't wait to get out. Looking forward to the weekend.....They probably couldn't even answer that themselves, even if they were genuinely trying to be honest. Maybe on occasions they could with specific incidents. But as a general rule they probably couldn't.

2

They are all at that stage where their attitudes and behaviour, and everything about them is changing as often as the day. And I have seen a marked improvement in two boys in that group. One of whom I think was very close to a permanent exclusion from the school. And he seems to be, at the very least suppressing those things that were getting him into trouble. He is stillSo, as far as knowing what to expect: always expect the unexpected. Sometimes I find myself saying to them, 'what is done is done, what happened last time, or last year is history and doesn't really count for very much, it is the here and now.' Sometimes they respond to that.

The Year 10 Pupils

A

Why do pupils miss off school?

P2 They don't like it. P1 People usually miss off, but today is a fair to do, seems as it is the last day. We might not come.

P3 Because it is useless for them, sir.

Because it is , Because it is Friday, so they don't get no homework and they can be free at the weekend. P1 Yes, sir, weekend, sir. *So they do it so they can miss the homework?* P1 Yeah. P3 Yeah, probably.

Have you ever thought about doing that? P1 No P2 No P3 Yeah. *You said yeah. Can you say why you miss some days and not others?* Somedays I just don't feel like coming. I don't know why, but I just don't feel like coming.

B

The teacher came across as being very patient today, are they always like this?

P1 Sometimes. *Is s/he sometimes not very*

patient? P2 Sometimes. *Why do you think s/he gets like that?* P3 Because it is at times our fault,

sir. We annoy them, sir. But, sir, we don't blame

them, sir. *Do you sometimes annoy them?* P2

No P3 Sometimes, sir. *Why?* P3 When we talk, sir,

when s/he is talking to us, sir. P2 Sir, s/he doesn't

like it, sir. P3 When we are talking s/he goes 'be

quiet,' and s/he shouts. Sir, s/he gets to us. *So,*

why do you talk, when s/he is talking? P1 It is

just chatting, sir. And s/he stops you, sir. P2 Fair

enough, sir. We don't mess about, sir. But you can't

keep (quiet) always, P3 You can't keep always for

two lessons, sir.

C

Have you ever been silly in science lessons, done daft things? P1 Yeah. P2 Sometimes P3

Sometimes, sir. *What makes you do these things?* P1 For people's attention, sir. P3 Sir, when

you continue talking, sir, and making your friends happy. Impress your friends. *Do people*

knock off more in science than in other subjects? P1 Sir, they miss off the boring lessons, sir.

The lesson that they know. Sir in some lessons, sir, you are not even allowed to whisper, sir. Not

even about work, sir. You just have to sit quiet. And if you are caught talking then you have to

stay in for break, sir. P2 But, that is not fair. P1 Yes, and there is no point in coming to lessons. sir.

Any of those lessons science? P1 No. P3 Yeah, and especially, **ANOTHER SUBJECT**. On the wall it

says printed up, silence, sir.

Key Questions

The task of the group is to consider the following questions:

- Is it realistic to expect pupils to behave consistently?
- Is it possible for us as teachers to justify all of our behaviour?
- Why do you think that this is?
- Is it reasonable to expect pupils to be able to justify their behaviour?
- How should we respond to pupils who cannot justify their behaviour?

Activities

Consider:

- from a pupil perspective the way in which the school and teachers operate. Identify any inconsistencies.
- the importance of eliminating these inconsistencies.
- where appropriate, how this might be achieved.

Further Reading:

Woods, P. (1990) *The Happiest Days? How Pupils Cope With School*. London. Falmer Press

13. Learning and classroom management in Science

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card focuses upon the tension between learning and classroom management in a Science lesson. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the key questions with your colleagues. You may also wish to use some of the activities.

The quotations on this card were taken from interviews with the teachers, and after the lesson, with the teachers' Yr 10 pupils.

Year 10 Science Teacher 'A'

One boy, I had marked his book and he was doing really well. What he had done was copy out a passage in the worksheet, and fill in the gaps using the information on the sheet, or in the book....and last lesson, he'd done a whole passage, copied it out and started filling in the gaps. And I thought that was good. He'd done really well and so I wrote on his book, 'good effort,' you know, 'keep it up,' and that sort of thing. Then today, and I usually think of him as one of the more serious, or the more interested kids in the class, and then he had written two words. I had a go at him, I was quite unhappy with him, and I raised my voice and everybody else kind of listened, because I was telling him, I was really disappointed, you know. I just kind of felt that after making such a good start and then to mess about and write two words in 3/4 of an hour, I thought well, that was really disappointing. So, I felt that he had let himself down really quite badly. And, I think he felt that as well when I challenged him, because he looked quite shame faced.

Year 10 Science Teacher 'B'

It was a touchy, feely, do type of experiment. And, although they did follow a model that had been put to them step by step, there wasn't a big emphasis on 'we will do this,' and 'then we will do it like that.' It was much more let's see what happens. Again, it was a competitive thing, and they really got on very well with that. *What science did they learn in that lesson?* I'm not particularly sure that on that day that they actually learnt any science. It is one of the more complex pieces of science, is electromagnetism. I was quite happy for them to have, almost a bit of a play at the experiment. They would have learnt, without me saying anything, that if the circuit wasn't complete that they wouldn't have got anything happening, whether that was the hack saw blade buzzing or the sparks flying, none of that would have happened if they hadn't got the circuit. They would also have found that they would have needed to have a fairly low voltage, and we talked about that. They would also have found that the magnet wouldn't have worked if the magnet wasn't lined up properly. They also would have learnt how to handle some of the more common equipment, and it was quite apparent that they had not had enough experience of setting up basic stands and clamps. I was quite surprised at that.

The Year 10 Pupils of Teacher 'A'

What sort of a job is it teaching here? Teaching Science, Biology? A good job, easy, difficult?

P1 Quite hard for a teacher. Sometimes the children don't listen. It depends on the teacher. Some teachers make you copy out and you get bored, so then you like start getting confused and start talking to other people then. *When do you not listen?*

When you get bored and you want to do something else, like hangman.

P2 Pupils coming to the wrong classes on purpose. I had a student next to me who was not in our class. Just messing around. Half way through the lesson he was thrown out of our class, and told to go to the next lesson. *Why do they come to the wrong classes on purpose? Because they know that the next lesson will be pretty boring.*

Key Questions

The task of the group is to consider the following questions:

- Is there anything in the different teaching styles that may explain the pupil perceptions of the two teacher's lessons?
- Is it possible to control pupil behaviour through teaching style?
- What styles do Science teachers favour, and why? It doesn't have to be a style featured here.

Activities

Consider:

- If it is desirable to meet the expectations of the pupils.
- If it is possible to meet the expectations of the pupils.

Further Reading

Woods, P. (1990) 'Establishing order in the classroom' in *The Happiest Days? How Pupils Cope With School*. London. Falmer Press

The Year 10 Pupils of Teacher 'B'

What was the best thing about the lesson that you have just had? One person at a time. P1 The practical work, sir.

Why was that? It was fun, sir. You could see all the sparks and how the electromagnet was working. *Is it always like this?* P3/2 Yeah P1 Most of the time, sir. *And you always enjoy this?* P1 And you learn something. P3 Usually, sir tells us we are doing experiments. But like doing it ourselves, we learn more. We can't get much in our head by telling us by saying it, or telling us on a piece of paper. When we are doing this we can find out properly. *What was the teacher like in this lesson?* P1 He was all right. P2 He was fair. *Is he always like that?* P1 Yes, sir. P2 Then if you mess about, then he stops the experiment, which is reasonable.

14. Teacher identity and classroom management in Science

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card explores the identity of a Science teacher, as a role model, and in terms of classroom management. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1

Do you see teachers as in any way being role models for pupils? Yes, I think that they can be. *In what senses?* That is difficult to put into words. I think for instance, I was taught at 'A' level by a young female science teacher, who I thought was an excellent teacher, and I thought well if I decide to go on and be a teacher then I would like to be a teacher like she is. So, I suppose she was acting as a role model. She was very enthusiastic, so they can act as role models from that point of view. I mean, I think that you could argue that they are role models in all sorts of ways. I think that it could be very difficult for instance, for me as a Biology teacher to be teaching about the danger of smoking if I myself smoked. Because, I am supposed to teach about the dangers of smoking so how can I justify doing that if I smoked myself? I would feel uncomfortable if that was the case.

2

Why did you want to be a teacher originally? I think because I am a good communicator, really. I enjoy talking. I have always enjoyed teenagers. I wouldn't have said that I loved children, but I enjoy teenagers. I have never been mad fan of young children, really. *What is it about teenagers?* I just, they make me laugh. They are just funny. They are refreshing I think. They can very often be horrible to, but they are very often refreshing. They just make you laugh and shake your head, and you think.. *Do you still feel the same way, as when you came into teaching?* Yes, I still like teenagers. I like being around them, they are good fun.

The Year 10 Pupils

A

What was the teacher like in the last lesson? P1 Funny. P3 S/he is a good teacher. S/he can take a joke as well as giving them, whereas some teachers can't take it. P1 We got along in that everyone did the work. *What sort of a person would s/he like you to grow up to be?* P4 S/he'd want you to get on with what ever you were doing in life. S/he'd want you to get a good job and earn lots of money. Stuff like that really. P1 A good education and a kind person. P2 probably someone who knows a bit about science and can use it in everyday life. P3 I think that s/he would like..if you know you wanted to do something to do it regardless of what other people think. *Where do you get that idea from?* P3 I don't know.

P4 S/he just encourages you. P3 Yeah . S/he dunnn't put you down, s/he like helps you.

B

Does having a good teacher make a difference? P2 Yes P3 Yes P1 Having a nice teacher makes a difference. P3 You get along with them better. P1 You work better. But if they don't like you then you start misbehaving in classes and that. You try to annoy them if they are not nice to you. *How would you try and do that?* You don't make it too obvious but you are cheeky and that. Find ways to annoy them. P3 You have to stick to the rules as well. *Would you ever not do the work?* P1 If you don't do the work then they have a reason to tell you off, even worse. *Would you ever think well I don't like this teacher I'm not going to work for them?* P4 I think you'd think it but you wouldn't actually do it.

Key Questions

The task of the group is to consider the following questions:

- What is meant by the term 'role model?'
- Is it important for teachers of Science to be role models?
- How do the pupils see the teacher?
- Is it appropriate for all teachers to respond to pupils in the way this teacher did?

Activities

Consider:

- if it is the role of the Science teacher to promote certain values?
- whether the role of the Science teacher is simply to inform, and to leave the values to others.

Further Reading:

Layton, D (1986) 'Revaluing Science Education' in Tomlinson, P. Quinton, M. (Eds) Values Across the Curriculum. Falmer Press. pp158-180.

15. Value free Science?

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card investigates values in the subject matter of Science lessons, and how the teachers and pupils might respond to these values. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after a Chemistry lesson on endothermic and exothermic reaction, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1. Any associated values with that lesson? Not as such no. I mean, I used an association in trying to teach it. But as opposed to values, no, not really. *Would you say that the content of that lesson was fairly neutral, objective, technical?* Yes, it was pure science. It was purely a science lesson, yes. They will go into a bit more detail next time to say that when bonds are broken between atoms that takes energy and when new bonds are made that gives out energy. So depending upon the amount of energy that it takes to break the bond and the amount of energy given out when the bonds are made can govern whether its an endothermic reaction...I think that most of the laws do stand up. One of the kids was saying to me 'it has gone down, should it have gone down?' (*the temperature*) I said 'well, no it should have gone up.' So they said, 'well, shall I change it?' I said 'no, well that is what you have found out.' And they seemed to think that because I've said it's not right, then it is not right.

2 Do you ever talk about what you think about science to the kids? Yes, I do, especially when we are talking about things like ammonia. Fritz Haber invented the way of making ammonia, which was a way of making nitrates to manufacture explosives. If he hadn't have made ammonia then the first world war in particular would not have gone on for as long as it did, because the Germans wouldn't have had nitrates from South America for explosives. So, I suppose he was responsible for that. But, an offshoot of that was also the manufacture of fertilisers which probably kept people in food as well. So, there is good and bad things but, if you look at Chemistry in particular the discoveries and what has gone on it has caused quite a lot of problems on this planet. *Do you ever get chance to discuss those sorts of issues in classes?* I do discuss it, not at great length. I say like fertiliser, there is enough food that goes around the world, and we do about world food shortage, and I might spend 5 or 10 minutes going on about it; why do we not spread it around? So, I think that there are moral issue there but really we do not have time to discuss it at any length.

The Year 10 Pupils

A

What can you remember about ammonia? P2 we didn't do anything about ammonia..P1 Yes, we did. P4 only for about a week. P1 It was one experiment. We learnt the number formula for it. *They talked about gas in the 1st World War.* P1 Oh, yes.P3 It's coming back. P2 We didn't do a lesson on it, they just like mentioned it. *Do you think when they talked about it, they said that it prolonged the war...it was also good because it could be used as a fertiliser for more food...Do you ever discuss the rights and wrongs of science.* P1 No. P2 We sometimes do about morals because yesterday in biology we did that think about which person would you put first.. P1 For dialysis. P3 Put like different ages and diseases, Has that got a place in science? P1 Yes, because you have got to relate it to the real world as well. Is chemistry related to the real world? P1 Yeah, well you can understand some things better. Is there any science that you have not done yet that you would like to do? P1 I want to do about genetics.. P2 Psychology P4 Physiotherapy.

B

Does the teacher give their opinion on things? P4 Sometimes, yeah. Well, like on the school syllabus, things like that. Whether we should change it. BP1 They haven't even talked about that. P4 In the first world war, they said that it should never have been used. *Do you think that he should have said that?* P4 Yeah. *Isn't that bias, his opinion?* P1 Yeah they think that we understand that it is only their opinion and it is not a fact. P2 They don't like to say that is what it should have been; this is what my opinion is. *Would you like to hear more about their opinion?* P2 We are hearing it because we are in their form. We are hearing it about other things but not about Chemistry.

Key Questions

The task of the group is to consider the following questions:

- Is there such a thing as pure science that is value free?
- Should the uses of science, and their implications, receive more teaching time?
- Should teachers of Science offer their opinions to pupils for them to consider?

Activities

Consider:

- those topics in KS3 and 4 Science which could raise values.
- those topics where teachers would feel competent to explore values in Science.
- those topics where values should not be considered by the Science teacher. Whether these topics should be dealt with in schools at all.

Further Reading

Layton, D (1986) 'Revaluing Science Education' in Tomlinson, P. Quinton, M. (Eds) Values Across the Curriculum. Falmer Press. pp158-180.

16. Difficulties in learning Physics

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card looks at the learning of Physics and some of the difficulties faced by teachers and students in an all girls school. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1

One of the kids said how they had really enjoyed studying planets in Yr 7. Is it possible to take planets as a theme in Yr 10 and still teach different aspects of Physics through this? It is possible. There are a number of restrictions: the syllabus; the depth of the things they have to learn. I could possibly connect electromagnetism to the planets, but it would need so much effort and time to get things ready. I know I can link things at A level; light and planets; electromagnetism and planets, but at this level it is difficult to link them because you need to know them in more depth to be able to relate them. It is possible but it would be so difficult to find things and resources. If I want them to find out about the planets I need CD roms, computers, access to the internet, but these are not available. I need magazines, plenty of books, to have in the lesson, or take them into the library. I need a couple of lessons each week for a couple of weeks..... This would be in an ideal world. So the syllabus does not limit me from doing things. The syllabus is the minimum amount that has to be delivered.

2

Do you think the syllabus is suitable for kids of this ability and this motivation?

It is suitable for kids of this ability, but motivation is a different matter, I think. The things in the syllabus, all of them can learn and understand, if they want to. But motivation depends upon the way you teach, the way you present it, how much time you get.

The Year 10 Pupils

A

Physics, is it hard?

P1-4 Yeah.

What makes it hard?

P4 Physics is like, you've got to know your maths to do your Physics.

B

Do you like Physics?

P1 No, because it is boring.

What makes it boring?

P1 It needs to be more uplifting for us. There needs to be new things brought in for us. It is just at the same level all the time.

P4 A lot of it is just put on the board and into our books.

P3 S/he's a good teacher but a lot of the time I just don't understand what is on the board.

Do you know what Physics is meant to be about?

P3/4 No.

P1 Is it about electricity. Chemistry is about the periodic tables. Biology is about bodies and plants and stuff.

P2 I wouldn't mind doing stuff about the planets though.

P1 Yeah. Planets was all right.

P4 We don't do that this year.

P3 We did it before, probably because it is a really easy thing to do.

C

Why do you think you study Physics?

P1 No idea.

P2 In case we become a Physics teacher.

P4 In case of our career. I mean why do we study English? Say, for example, become a writer,

P3 Yeah, but you need English.

P2 Any job you go to you need how to place full stops, write letters.

P4 Yeah, but you do that in Primary school don't you?

P2 How to speak proper English, but you are not going to go into a place of work like a newsagents and say, ooh, that magnetic field over there is likel, you dont need that.

P3 They have got everything for your careers and everything. You can't be a journalist without English.

P2 Yeah, but why do we need French then?

P3 We don't.

P1 In case we want to travel.

P4 We could do further education for that.

P2 I think you should have better options though.

P4 It should be upto us if we want to do Maths and Physics. You'd have less people messing about.

P1 If you didn't want to do Physics and you just wanted to do Biology and Chemistry. That would be better because then in the physics time you could spend more on your Maths because a lot of people lack in that and it would be more time to figure out your maths.

Key Questions

The task of the group is to consider the following questions:

- Is the teacher right when s/he says that the difficulty with learning Physics does not lie with the syllabus?
- What reasons do the pupils give for their difficulties in learning Physics?
- Are there advantages to a thematic approach to Physics? Is it practical? Is it desirable?

Activities

Consider:

- Individually, those values that underpin your motivation to teach. (Keep this list to yourself at this stage.)
- Individually, those values that typify the values of your students.
- As a department, any conflicts between the lists you have drawn up (including your own list if you wish.)
Do these conflicts matter?
Is there anything that you can do as a department to address the issues raised?

Further Reading

Black, P. (1995) '1987 - 1995 - The struggle to formulate a National Curriculum for Science in England and Wales' in Studies in Science Education v26. pp159 - 188

17. Girls and Physics

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card looks at the motivation of girls to learn and do well in Physics in an all girls school. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1

What sorts of things make it difficult for girls here to learn Physics?

There are a couple of things. First of all they are not introduced to Physics at an early age. This is a big problem in Primary Schools, because the teachers themselves are not confident to teach Science, and the other thing is a social barrier: they are girls and it is true, even in Britain now, the social barriers; Physics and Mathematics are not for girls, they are for boys.

2

And their parents do not encourage them. They say 'Physics. Oh my god. I don't understand.' Even when I talk to adults, they ask me 'what do you do?' They say 'Oh my god.' This is the response. This gives an indication of how society as a whole feels about Physics, and about Maths in General.

You mention Maths there as well.

It is always the Physics and the Maths. It applies to both of them.

The Year 10 Pupils

A

P2 For us it is just boring, because we are into other stuff.

P4 But there again, you are probably right about what you say about women. Because it is just the way that we have been brought up really.

P4 I mean, you don't hear your mum say 'well forget the cooking, well here's a magnet.' They don't do that do they?

P1 You've really got to be into learning about magnets and electricity and everything to understand Physics. But if you don't.....

Your teacher and other Physics teachers would like to change that and make it a girls subject. Do you think that is a good thing to want to do?

P4 Yeah, but especially in an all girls school. But it is also true of the parents though because in my family I've got two brothers and they are like 'Oh, you are doing mostly sciences,' and they are doing sciences for A levels. But then they have got me, and they are 'oh no, you can stick to English and Sociology, and German and Media Studies.' Also I want to do that.

Is that a home or school influence?

Mostly home.

B

P2 Not that we are being sexist, but Physics isn't really a woman's thing is it? Well it's not mine. I don't really like it because I'm not into like, magnets., and messing about with copper bits and that. I'm not into weighing copper bits and blowing things up and that. That's not me.

P4 Yeah, but you don't blow things up. That's what's so boring about it.

P3 Yeah, all we do is watch.

P4 Sometimes when you do the experiments it gets so boring. You think, why bother? people have done this so many times. You don't learn anything new. It is like a right and a wrong. And I can't do things that are right and wrong. Things like English which are your opinion, that is better. But like Maths, there has to be a definite answer and that is it. You can memorise all these answers. If you don't get the answers then you have failed basically.

Key Questions

The task of the group is to consider the following questions:

- is there any truth in the teacher's assertions about Primary School Science and social barriers?
- Is Physics about right and wrong?
- How would the girls like Physics to be made more interesting?

Activities

Consider:

- if there is a role for pupils' views in Physics? (See Quote B)
- how the image of Physics can be more female friendly in early years in the secondary school.
- how the practice of Physics can be made to be more female friendly.

Further Reading:

Taber, Keith. S. (1991) 'Girl Friendly Physics in the National Curriculum' in Physics Education Vol. 26 no. 4. p221 - 226

18. The Science teacher and school rules.

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card looks at how school rules are understood by the teacher of Science and the pupils. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1

Anything about school rules that you don't like? I don't like time keeping by some staff and some pupils. We have a number of staff who have a different idea about what time school starts. I don't think that sends a very good message. I don't think that we have cracked the problem of persistent late comers and the sheep that follow them.

2

I would personally prefer not to see uniform in school. But the situation is that we have a uniform, and not enough members of staff squeeze on uniform and therefore it falls on a few people and they become tagged, 'oh its just the teacher going on.' I've worked in a non uniform school before and I found it more relaxed, and I think some of the pupils find that surprising, because I am one of those who say, right where are your shoes, where is your tie? Tuck your shirt in. Make yourself look smart, it is what the school expects. If it was down to me it would be a non uniform school, or maybe an identifiable slot top. I just feel that the children are more at ease. And I don't particularly wear the argument about kids coming in expensive clothes and those that can't afford it, as you can tell the expensive clothes anyway, even in uniform.

The Year 10 Pupils

A

The classroom rules, about not talking when teachers talk, and respecting each others work, and so on. Where do they come from? Does the teacher talk to you about them?

P1 No.

P2 Sir, these are suggestions, sir. Everyone puts them in, sir.

Do you put suggestions in?

P1 Yes, sir we have a suggestion box in the office.

And have you ever used it?

P2 No, sir.

P1 No.

Would you ever think about using it?

P2 No.

P1 Yes sir, for certain things.

You said no, why wouldn't you use it?

P2 I don't know.

Anything about the school rule that you don't like?

P3 Sir, uniform, sir. That is one thing, uniform.

What do you think about uniform, does it bother you?

P1 Sometimes, sir.

P3 Sir, it looks smart. But, I don't like to wear school uniform. It doesn't suit me sir . I don't fit into it, sir.

Key Questions

The task of the group is to consider the following questions:

- Will the teachers' views bring them into conflict with the wider school?
- What appears to be the ethos which underlies the teacher's own approach to rules and discipline?
- Do the pupils share the teacher's views on school rules?
- Should the school rules be applied by all of the teachers in the same way?
- How might the application of the rules mentioned here affect science lessons?

Activities

Consider:

- those rules in your school that get in the way of learning;
- those rules that facilitate learning;
- those rules that help to promote or maintain a sense of community;
- rules that should be discarded;
- rules that should be introduced.

Further Reading

Gewirtz, S. Ball, S. Bowe, R (1995) 'The enhanced significance of signs' in Markets, Choice and Equity in Education. Open University Press p.122

19. Values implicit in subject matter: Science

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. This card explores some of the values inherent in the subject matter of Science. The aim is to identify some of the values that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teachers and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teachers, and after the lessons, with the teachers' Yr 10 pupils.

Year 10 Science Teacher 'A'

What values does Science offer? It gives reason and explanation to the world. It helps pupils understand what is going on. It gives reason, explanation; it helps them enquire.

Year 10 Science Teacher 'B'

I'd like to think that every lesson fosters some sort of curiosity. I think that if you are not curious then you can't possibly be a good scientist, because that is what it is all about.

Year 10 Science Teacher 'C'

Is curiosity and exploration a reality in science?

It can be, and..... We have got to teach them a certain area of the subject. Now if a kid came to me and said, 'how can we find out about this?' then ideally, we would do, but in reality you can't because of your class size and so on.

But, we might say 'we are going to investigate how this affects this,' and they will do an experiment, and at the end of it I will say 'right, what have you found out from your results? How does this affect this?.'

It is not their curiosity as such. I suppose it is me telling them how to find something out.

The Year 10 Pupils of Teacher 'A'

P2 This school's skint. *Do you think that affects teachers?* **P3** Yeah, because if they haven't got what they need to teach they get agitated and have to use rubbish stuff, like balloons in science instead of proper apparatus. So if they had money to buy proper apparatus which could explain it easier, we would learn better. *Do you think it affects XXXX?* **P3**.Yeah. **P2** Yeah, s/he gets frustrated sometimes. Like not enough water baths. **P3** Not enough starch. **P1** That experiment. There were too many people in the classroom, and every one was too close on the tables, and I couldn't learn at all.

The Year 10 Pupils of Teacher 'B'

Do you ever find out different things to what the teacher expects?

Yeah, sometimes.

What happens then? Do you get chance to explore that and say, 'Oh look, I've got a different answer?' **P1**

No. **P4** Not really, no. But then you hardly ever do anything different to how s/he demonstrated it.

Why? Because s/he shows you step by step how to do it, so it is basically you are doing the same experiment and so it is usually the same results.

Do you find experiments exciting, interesting things to do? **P3** They are exciting when you do the things yourself, but when the teacher does it, it is not exciting. You are just sat there watching, real bored. But when you do it yourself you enjoy it more.

Key Questions

- How far do you agree that school Science promotes the values identified by the teachers?
- What other values does Science offer in schools?
- How might the situations described by the pupils effect their ability to learn Science?
- How could the value of curiosity be further developed in science, given the limitations identified?

Activities

- In pairs, list the experiments conducted in Year 10.
- Identify those experiments which encourages values that you feel are important.
- In your department group compare lists, and identify those things that are required to encourage these values.
- Taking account of resources and demands of the curriculum, identify those experiments which have an important role to play in the development of the values you feel are important.

Further Reading:

Harlen, W. (1992) *The Teaching of Science*. London. David Fulton Publishers

The Year 10 Pupils of Teacher 'C'

How could lessons be improved? **P1** S/he can't unless s/he changed the syllabus ...More trips....**P3** and different kinds of experiments so that it isn't always heating up a substance over a Bunsen burner or something. **P2** Something that has got the element of surprise.

20. Values and restrictions of the Science curriculum

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card examines some of the constraints faced by teachers of Science when exploring the values of their subject. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1

Well, you inevitably do put across values.....One of the things that you do try and put across is respect for life....I think it has become more difficult simply because the curriculum is more crowded in terms of what we have to cover and therefore I don't think that we have the time that we used to have to go off at little tangents, sometimes when something particularly catches the children's interest, which I used to do quite commonly when I started teaching...pressures of producing examination results has meant that you really don't have the time to do that now. Constantly meeting deadlines as to where you have got to be in that syllabus by that stage in the year.

2

If you could choose, would you still teach those dry aspects of your subject?

That's a difficult one. I suppose that depends from what point of view. I mean I don't question it anymore now, I just do it. I don't question it anymore because I am given a syllabus. I've got to teach to it; I've got to get some exam results at the end of it, and if I don't cover the syllabus then I don't get the results. And so I don't question it. I get the syllabus and I work to it.

The Year 10 Pupils

A

Do you think the teacher likes everything that they teach? P2 No P1 I do. I think that she is always laughing. s/he never has a mood on. P2 Sometimes s/he'll actually say, 'this is the boring bit of science but we have to do it.'

B

There were some posters on the wall: 'stop pollution.' What does that mean?

P4 Stop CFC gasses, things like that, that are harming the ozone layer: and stop putting rubbish into rivers and stuff. *Do you ever talk about things like that in science?* P1 Not very often. P3 No.

C

Does the teacher ever give their opinion about things? P4 I don't think that they bring like their own personal opinions into what she is teaching because s/he might think that if s/he has that affect on what we think then we will all think the same. ... *Do you want to hear more about the teacher's personal opinions?* P1 Yeah, and then we could have a discussion about it. P3 It depends what it is about. If it is like on animal testing. I'd rather listen to that than about how s/he doesn't like such and such an experiment because s/he would rather be doing another one, or something like that. More interesting if it is about something that we all want to know about. Rather than something that is really to do with the teacher.

D

Why do you need science in everyday life? P3 I don't think that you do. I think that it depends on what job you want to do when you leave school. P1 I think that we do need to know about it because we don't know what jobs we are going to have yet. Like if we do need to know about it then we won't know then. P4 We can't always guarantee that we are going to get what we want. *Does it help to explain anything about your life apart from getting a job?* P4 Well, I think that Biology helps you know about your body as well. So, it won't always be jobs. *Is chemistry useful to you if you aren't going to use it in a job?* P4 I don't know really. Because we are doing like tests on making iron and stuff, but we are not exactly going to be making iron in that industry.

• Key Questions

- The task of the group is to consider the following questions:
- Do teachers of Science inevitably put across values?
- Do teachers of Science put across their own values?
- Why do we teach Science?
- Would pupils understand these reasons?
- Is it important for pupils to understand these reasons?

Activities

Consider:

- those areas of the syllabus that pupils find most motivating.
- why pupils are motivated by this.
- how this motivation be used to improve the teaching and learning of Science

Further Reading:

Black, P. (1995) '1987 - 1995 - The struggle to formulate a National Curriculum for Science in England and Wales' in *Studies in Science Education* v26. pp159 - 188

21. Teachers' opinions in Science

The purpose of this card.

The cards are designed to encourage exploration of those aspects of schooling which are often part of the hidden curriculum. In particular, this card explores perceptions of how and why teacher' opinions can be expressed in Science lessons. The aim is to identify those aspects of interaction that departments may wish to encourage, and that individual teachers may wish to maintain. The cards should not be used to remove differences in individual approaches, but to increase awareness of the values at work in the curriculum, and to make informed decisions about them.

How this card can be used.

Read the quotations from the teacher and their pupils, and then working in small groups, consider the **key questions** with your colleagues. You may also wish to use some of the **activities**.

The quotations on this card were taken from interviews with the teacher, and after the lesson, with the teacher's Yr 10 pupils.

The Year 10 Teacher

1

Is it not important for you to be seen to be curious yourself and have views in the classroom? Yes it is. I think that I can get that across without necessarily saying 'this is the way it is.' That is what I'm trying to avoid, 'this is the way it is. 'How about as an informed opinion? This is my opinion, but there are other opinions. Yeah, I might say that but, I will try to avoid saying that this is my opinion and that is that.

2

I'll treat you with respect and I expect the same in return. That is at the root of all my lessons. I know plenty of people who do not believe in anything in particular who are very nice people and who behave in a Christian way. There are times when it can become a bit of a problem in a subject like science, though. Dealing with things like 'Big Bang.' 'What happened to Adam and Eve? Where do they come into it?' Things like that and sex education can be a little bit tricky.

I try not to bring my personal views into it too much, in terms of science and religion. I'd bring the views in like 'be nice to each other.' That sort of thing is important. But whether I believe that we came from 'Big Bang' or Adam and Eve, I don't think is really up to me to preach that to the kids. What I would probably say is 'this is what science tells us; this is what the Bible tells us, make your own decision.'

The Year 10 Pupils

A

Does any religion come through in Science? P1 No. P2 No. (Pupil 10 -12)
Does s/he ever give her views about things? 'Big bang,' or 'earthquakes', or, does s/he ever come out and say 'this is what I think, it is only my opinion but? P3 No, she just teaches. She is there to teach, not to discuss opinions and stuff like that. P2 She don't normally say that this is her opinion and this is what she thinks, she just normally tells us.

B

Does anybody think that they would like to hear what the teachers' opinions are? P3 No. P1 No P2 Maybe...P1 It depends what it is about. P2 If it is like to talk about space and how s/he thinks that the world began and all that, or how s/he thinks that most of the scientists think that. *And does s/he ever tell you about those things?* P2 Not usually, no. *What about the space race; if the world began with a big bang; those sorts of things?* P4 Yeah. P1 You mean their personal opinion? *She studied science, she might have a view. Would you be interested?* Yeah, I think so *Why?* P1 Because it is not just reading out what a text book says, it is like, getting somebody else's opinion.

Key Questions

- Why is the teacher concerned about giving their opinion?
- Is the teacher prepared to offer their opinion to pupils in Science?
- Would pupils always recognise when the teacher is offering an opinion?
- Are there any advantages for teaching and learning of Science in the offering of opinions?
- What are appropriate issues for teachers of Science to offer opinions on?
- How should this be done, if at all?

Activities

- In pairs, list those topics on the syllabus where there is scientific disagreement.
- Compare your lists with the rest of the department. Are there similarities, differences?
- Exchange views on how you might tackle different perspectives on these topics in the classroom.

Further Reading:

Bausor, J. (1996) 'The Science Curriculum Has Changed!' in Education in Science, No. 168, June, pp10 -11.

C

Would you like to hear what s/he has to say about the rule of law, or marriage, or relationships, or any of those things? P1 No. P3 No. It is up to us what we do, with marriage or relationships and stuff like that. If you went up to the teacher and said give me your personal opinion she wouldn't have time, s/he's teaching physics. P1 I think she would. P3 We'll, try it on Friday. (laughter)

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