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The Purpose of Schooling: Beliefs and Practices of Educators in British Schools

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DEDICATION

We, the “London Dozen,” wish to send our deepest thanks to the professional staffs of Caldor Primary School, Winshire Secondary School, Swinton Community Primary School, and Wexham College of Business and Enterprise. We very much appreciate their willingness and unwavering support throughout the process of this inquiry.

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ABSTRACT

The overall purpose of this study was to explore what British teachers consider to be the purposes of schooling and how their beliefs impacted their classroom practice. The principal aims of the British National Curriculum informed this study, thus we examined teacher perceptions of schooling along a continuum, from academic to personal/social education. Research methodology included the use of teacher surveys, semi-structured interviews, and classroom observations in four different London schools (two elementary, two secondary). Each London school was ethnically and linguistically diverse and primarily served an economically disadvantaged student population. Our research suggests that overall, an emphasis on standardized testing has led to the exclusion of personal/social education while teachers attempted to meet the academic demands of high stakes testing. Social/personal education was typically only addressed implicitly or in response to behavior management issues. Our implications highlight the severe consequences of such trends for both British and American schools.

I. Introduction

Purposes of Schooling

Our research seeks to understand the different ways teachers in London perceive the purposes of schooling. There is no clear consensus regarding the purposes of schooling, and this enduring question remains open for interpretation by educators, parents, students and citizens alike. While it is understood that “academic mastery in subject-matter achievements is an important goal of modern schools” (Good, 1999, p.383), personal-social education is crucial for the development of successful and productive citizens. Sadly, this all too common false dichotomy of academic and social aims exists within educational systems across the globe, because one element of schooling certainly informs the other.

Often the primary reason given for children to attend school is to broaden and deepen their knowledge base across various subjects. These include mathematics, reading, writing, science, humanities, and foreign languages. With knowledge in these areas, citizens may reap the benefits of a well-rounded understanding of academic subjects. According to Great Britain’s National Curriculum, “[the curriculum] should equip [students] with the essential learning skills of literacy, numeracy, and information and communication technology, and promote an enquiring mind and capacity to think rationally” (http://www.nc.uk.net/nc_resources/html/valuesAimsPurposes.shtml, 03/17/08). Additionally, the National Curriculum asserts “[t]he personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and to achieve” (http://www.nc.uk.net/nc_resources/html/valuesAimsPurposes.html, 03/17/08). It is clear that British policy makers also concur that one cannot exist without the other.

In addition to the academic purposes of education, character education, known as personal/social education (PSE) in the UK, is also cited as an important justification of schooling. PSE is designed to develop students’ character as good citizens and help them to be productive community members and work on behalf of the public interest. The idea of character education has gained importance in political discussions and policies within

the UK's government. Ideally, the prime goal of character education is to "instill virtues so they become internal principles guiding both the students' behavior and decision making for operation within the democracy" (Arthur, 2003, p.2). Along with media, social and religious organizations, parents and siblings, schools are recognized as having a vital role in fostering basic character traits. Such character traits include but are not limited to: self-control, duty, industry, respect for others, good manners, fair play and loyalty (Arthur, 2003, p.5). Education researchers, Cornett and Gaudelli, of the University of Central Florida and Columbia University, respectively, state "schools and teachers have a significant role in the socialization of youth in democracy with a lifetime effect on the citizenship of these youths" (2003, p.9). While there is consensus that character education is an important element of schooling, there remains much debate over how it should be executed.

The purpose and means of schooling are heavily debated as various stakeholders ponder how to help children become functional and contributory members of society (Feldmann, 2005, p.10). In contrast to western culture, the traditional eastern view takes a more socialist approach (Yang, 2005, p.3). Chinese educators have recently seen John Dewey's theory of democratic education as a novel and positive approach to reforming society (Dan, 2004, p.2). Dewey believed that the function of schooling was larger than merely addressing the academic achievements of students (Good, 1999, p.384). While views regarding the overall functions of schools have varied widely over time and across cultures, democratic societies contend that "the purpose of schooling should be determined through public deliberation within diverse communities, with many different voices taking part in the discourse in the formation of purpose" (Feldmann, 2005 p.10-11). According to Froebelianism, a schooling theory proposed by Fredrick Froebel, "the school is a mini-community reflecting the larger, more mature society" (DuCharme, 1993, p.4). In today's world, schools are social institutions that reflect on the communities in which they live, and vice versa.

Another view relating to school and society comes from those who strongly contend that schools "should be willing change agents and social critics, always being ready to re-conceptualize the nature of schooling and its purpose for greater society" (Feldmann, 2005, p.11). Even though opinions vary as to the nature of the relationship

between schools and their larger societies, the argument can be made that a purpose for schooling is to give young people the social tools they need to function within their society. John Dewey eloquently stated that, “What the best and wisest parent wants for his own child, that must the community want for all of its children” (Good, 1999, p.384).

While the goal of obtaining knowledge of the core subjects is indisputable, the production of good citizens is an equally important goal. Schools should be fostering responsible citizens, but it seems, perhaps due to massive testing initiatives, which presently dominate the educational landscape, that the vast majority of their efforts are geared toward making the school appear successful with regard to accountability measures in selected subjects such as math and literacy (Good, 1999, p.384). For this reason, schools must make renewed commitments to become responsible for assisting students to “become knowledgeable and productive citizens” as they are accountable for the *complete* child” (Good, 1999, p.384). If the students of today are not receiving the life skills and social tools needed to function in our society, can we claim schools are meeting *all* of their goals?

Aims of the British National Curriculum

Keeping in mind the dual purposes of schooling, we examined the British National Curriculum (NC) in order to see how they were represented within it. In 1988, England introduced the NC. Until this time, Britain’s schools essentially made autonomous decisions regarding curriculum and instruction, with the exception of religious studies in accordance with the Education Act of 1944 (Gillard, 2007, section 1900-1944). The Educational Reform Act of England, Wales, and Northern Ireland (Watkins, 1999), marked a cohesive plan for the nation with the intention of being fully implemented by September 1992 (Bell, 2002). The original NC contained only one aim. It stated that the purpose of school is:

to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; to prepare pupils for the opportunities, responsibilities and experiences of adult life.

This aim appears in every subsequent Educational Reform Act. Ultimately, this aim was deemed too broad and critics noted there was no explicit means for achieving or

accessing it in the legislation (Gillard, 2007, section 1900-1944). This led to the development of an additional aim.

The additional aim, following review by the Qualifications and Curriculum Authority (QCA) added in the late 1990s, states, “the school curriculum should aim to provide opportunities for all pupils to learn and achieve” (http://www.nc.uk.net/nc_resources/html/valuesAimsPurposes.shtml, 03/17/08). This newer aim is currently titled Aim 1 in the NC, while the original aim is titled Aim 2. Upon closer review of the two Aims, it is clear that they grounded in two distinct themes. Aim 1 addresses academic achievement. The original aim, now titled Aim 2, focuses on PSE. It currently states, “The school curriculum should aim to promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life” (http://www.nc.uk.net/nc_resources/html/valuesAims Purposes.html, 03/17/08). While the two Aims are meant to support each other, our purpose in this project is to explore if teachers place more emphasis on one over the other in their daily instruction. Thus, we will treat the two as inherently different aims: one related to academic achievement, one concerned with PSE.

Education in Great Britain took a new direction when Tony Blair of the New Labour Party was elected Prime Minister in 1997. At the time, there was popular concern about morality in the country. New Labour, a conservative government, established credibility by introducing legislation for citizenship education, labeling it “active citizenship,” and emphasizing “community and inclusivity” (Landrum, 2002). With these goals in mind, they ordered a report led by the Advisory Group on Citizenship. It is titled “Education for Citizenship and Teaching Democracy in Schools,” commonly known as the Crick Report, named for Professor Bernard Crick who was chairman of the group. Published in September 1998, the Crick Report stresses the “vital importance of citizenship education to the life of the nation” (Crick, 1998). It includes definitions, recommendations for implementation, and an outline for the learning process.

While the core subjects of English, maths, and science are vital, today’s rhetoric focuses on Aim 2 of the NC. But does this reflect a potential shift in the climate of education in Great Britain given that the national exams exclusively chart progress in

traditional academic subjects? It appears policy makers merely tout the importance of arts and citizenship (Aim 2) when perhaps they are really interested in quantifiable academic trends associated with Aim 1. Researcher Athanasia Chatzifotiou points out “the implementation of the Aims seems to lead to a contradiction between what the National Curriculum professes and how it is introducing it” (Chatzifotiou, 2002). Chatzifotiou notes that the classes aligned with the original PSE aim are not taught because teachers feel pressure from exams concerned primarily with academics underpinned by Aim 1. They are forced to “teach to the test.” Because the NC came to place great emphasis on content and related assessment, educators find less and less time to teach non-core subjects such as history and fine arts. This dominates classroom time and stifles teacher autonomy as they scramble to meet the demands of assessment. These actions and their results are in direct contrast to the original and enduring Aim 2 of the NC.

Context

Each year, a select group of Master's degree students from the University of Connecticut's Neag School of Education are given the opportunity to spend a semester abroad as professional interns in London schools. These interns are afforded the privilege of utilizing the schools as a basis for the research requirement of the Master's degree. The fall 2007 cohort was comprised of twelve interns. Two were placed at Caldor Primary School in the borough of Camden; four were placed at Swinton Primary School in Waltham Forest; four were placed at Winshire School and Technical College in the borough of Camden; two were placed at Wexham College of Business and Enterprise in South Harrow. Please note that pseudonyms are utilized for all schools and individuals discussed within this paper.

Swinton Community Primary School is an above-average sized school with 478 pupils from nursery through Year 6. Located in a densely populated area of Northeast London, Swinton contains two classrooms for each year with an average classroom size of 29 students. Of the student population, 81% are non-white British and over twenty-five languages are represented as student's primary language. In addition, 56% of the students have special educational needs (SEN) and 29% of all students are eligible for free school meals, which is slightly above the national average. There are 29 full-time members on the Swinton teaching staff, which also includes bilingual support teachers who provide individual assistance for students. According to the 2006 Ofsted report, standards are rising throughout the school and are close to the national average by Year 6.

Caldor Primary School, located in Camden Town, serves an ethnically diverse community and a large number of pupils from low-income families. Caldor serves 340 pupils between the ages of 3 and 11, and runs under the leadership structure of a new head teacher, three assistant heads and four senior managers. Caldor has a diverse student population with 77% of the pupils from various minority ethnic groups. Also more than half of these students have a first language other than English. Approximately half of the pupils are eligible for free school meals and 33% of pupils are on the Special Needs register. In 2004, pupils who were tested on the curriculum at the end of Year 6 scored below average in all areas tested, which include English, mathematics, and

science. At the start of the 2006 school year, the school was labeled as needing an Intensified Support Programme (ISP). The ISP is designed to raise standards and attainment while improve teaching and learning within the school (<http://www.standards.dfes.gov.uk/>, 03/17/08). Evidence of improvement at Caldor has been found in that the number of good or above lessons provided by teachers went from 77% in the Autumn Term of 2006, to 88% in the Spring Term of 2007.

Winshire School and Technical College (Winshire) is situated in the lower-income borough of Camden. Under the direction of a new Head, the school serves 1,281 students in Years 7 through 13 who represent a multitude of ethnicities. Nearly half of the students are bilingual. More than a third of the students receive authorized free meals. The average class size is 24 students, and the number of certified teachers teaching at Winshire is 97. Students with statemented special needs at Winshire School total 5.2%, while 19.3% of students are identified as school action and school action plus. This is a plan where the school takes it upon itself to provide extra help to students at its own expense. The school has both a curriculum support (special education) department and a bilingual support team. Winshire School is a certified technology school with interactive white boards and computers in nearly every classroom. At the beginning of the 2006 school year, testing results for the school indicated that students taking the GCSEs scores were similar when compared to all British schools.

This is the first year that any University of Connecticut students have interned at Wexham College of Business and Enterprise (Wexham). The school has a population of approximately 970 ethnically diverse students, ages 12 to 16, from all surrounding areas of the Harrow borough of London. It is a comprehensive school, which means all students of the community, regardless of academic ability and social stature, can attend it. Roughly 25% of the students are refugees or asylum seekers. English is an additional language for 54% of the students; there are over thirty languages spoken throughout the school. The school is highly populated with students who have special needs; about 44% of the students have behavioral, emotional, and social needs or moderate learning difficulties. There are 70 students at Wexham who have statements from the government assessing their emotional and behavioral needs to which the school must cater. The high school received Specialist School Status; it focuses on business and enterprise in hopes to

motivate the students by “providing a broad and balanced curriculum that provides them knowledge, expertise, experience, confidence, and skills that they need to face the challenges of the twenty-first century” (school web site, 03/17/08). The school strives to teach the students skills like teamwork, leadership, risk taking, problem solving, creativity, and communication. The school faculty at Wexham is made up of 141 teachers. The teaching staff is as ethnically diverse as its student body, with teachers from all over the world. Despite the high levels of students with special needs and linguistic challenges inherent in an immigrant population, Wexham was named by the HSBC as one of six schools of excellence in London. The school was also awarded several other awards and their GCSEs are on target every year (school web site, 03/17/08).

Statement of Research

Our research seeks to understand the different ways teachers in London perceive the purposes of schooling and to explore the relationship between their conceptions about schooling and their instructional decision-making. Following are the research questions, which guided this inquiry project:

Research Questions

1. What are teachers' perceptions regarding the purpose of education in England?
2. How do teachers' perceptions about the purpose of schooling impact their own teaching practices?
3. In what ways are teachers' instructional decisions consistent or disparate with Aim 2 of the British National Curriculum?

Grounded in the ideals of school reform, this inquiry project helped us gain insight into classroom practice and its alignment with the governmental standards as identified by the national curriculum in England. As developing teacher leaders this is important to us in that we expect to someday conduct research grounded in our own school's curriculum and practices, and we certainly will be beginning our careers in an era defined by standards and accountability.

II. METHODOLOGY

Data Collection

Various sources of data were utilized in this study including a questionnaire of Nursery through Year 13 teachers, semi-structured one-on-one in depth teacher interviews, and in-class observations during instructional time. Data collection was ongoing throughout the duration of our fall 2007 internship.

Questionnaire

We developed a questionnaire to be given to primary and secondary school teachers (See Appendix A). Our research stemmed from questions regarding teachers' views of the purpose of schooling and comparing them to the classroom practice of these teachers. We piloted the two questionnaires (one involving a seven point Lickert scale, the other involving a ranking system) within a small group of primary and secondary classroom teachers from each of the four schools to establish face validity. Based on the results from these two varying forms of the same questionnaire, we concluded that the ranking system was more informative. Small revisions were made to the chosen questionnaire prior to its administration based on additional feedback from established educational researchers.

We developed our questionnaire considering the two Aims of the British National Curriculum. Teachers were asked to rank ten different statements based on their relative importance. Each Aim was given equal attention among the ten statements on our questionnaire, and were arranged randomly. We used a ten point ranking system, where a "one" was awarded to the statement thought most important, and "ten" represented the statement seen as least important. Each number on the scale could only be used once. The ranking of these statements was scored to determine whether teachers preferred Aim 1 or Aim 2 of the British National Curriculum.

We distributed the survey to a total of 35 primary school classroom teachers: 19 at Caldor Primary School, 16 at Swinton Community Primary School, and 193 secondary school classroom teachers: 98 at Winshire Secondary School and 95 at Wexham Secondary School. Response rates are discussed following. Teachers were not required

to give their names, but the questionnaire did ask for the contact information of those willing to further discuss their results. All questionnaires were administered during the same ten-day period.

At Swinton Community Primary School, questionnaires were individually given and explained to each teacher. Teachers were asked to complete the questionnaire on their own time and return to a central location. As an incentive to fill out the survey, teachers were offered a sweet from a tin placed next to the questionnaire collection site. Of the 16 questionnaires handed out at Swinton Community Primary School, ten were returned creating a participation rate of about 63 %. Of these ten questionnaires, nine were completed correctly and the results were used in our data collection.

At Caldor Primary School, questionnaires were distributed at a staff meeting allowing the nineteen classroom teachers four days to develop their answers. Following this first distribution of questionnaires, 50% of the teachers returned them unranked providing only written comments. The teachers stated that they had mutually agreed that all of the statements were equally important and that it was impossible to rank them. After discussion, it was decided to redistribute the questionnaire explaining the purpose of the questionnaire further and the importance of the teacher's input for the research. There were nineteen questionnaires distributed at Caldor on the second attempt. The researchers received 14 questionnaires back, 13 of which were ranked correctly, thus Caldor had a 74% return rate.

At Winshire, the questionnaires were distributed through several different methods: The Winshire interns approached teachers in their offices during break and lunch, department heads were asked to distribute them to their staff, and they were sent to the entire faculty via e-mail. Teachers then had the option of e-mailing their results back, leaving completed forms with their department heads, or returning the questionnaires in a box in the staff room. To encourage teacher response, sweets were purchased and distributed during lunch as an incentive to complete the questionnaire. The UConn researchers printed out emailed responses and collected questionnaires from the department offices and the drop box. Forty of the 98 distributed questionnaires were

returned to the Winshire researchers. Winshire's return rate was 41% and of the 40 returned questionnaires, 33 of them were correctly completed.

At Wexham, questionnaires were introduced and explained to the entire school's staff at a daily staff meeting by the UConn researchers. The teachers were instructed on how to fill out the questionnaire. They were also asked to return completed questionnaires to the UConn researchers at a central location. At the conclusion of the meeting, questionnaires were placed in each teachers' "pigeon holes" (mailboxes) in the staff room. Wexham had a total of 35 out of their 95 distributed questionnaires, resulting in a return rate of 37%. Two of these were not correctly filled out and were therefore not used in the data analysis.

Interviews

After reviewing teacher responses to the questionnaires, the interns at each school selected to interview those teachers who agreed to further discuss their responses. We selected interviewees based on a sampling for maximum variation protocol grounded in teacher beliefs as determined via the questionnaires. We sought teachers who identified Aim 1 as most important, Aim 2 as most important, and those who believed both Aims were of equal importance.

The Swinton interns decided to interview the five teachers who had correctly filled out the questionnaire and wrote that they would be willing to speak further on the topic. All five teachers were individually interviewed as the results of their questionnaires showed a varying range of responses.

At Caldot, four candidates were selected to be interviewed based on their varying beliefs: two who ranked the statements relating to Aim 1 as most important, one who ranked the statements relating to Aim 2 as most important, and one who viewed them all as equally important.

The researchers at Winshire chose to interview four teachers whose questionnaires highlighted different beliefs in the purposes of education. Of the four teachers, one favored the ideals of Aim 1 on the questionnaire, two favored the ideals of Aim 2, and one teacher declared that they were all equally important.

At Wexham, two interviews were administered. The individual teachers were chosen based on their results on the initial questionnaires and their willingness to speak further about them. One of the two chosen teachers had results that displayed a strong support for the ideals of Aim 1, while the other teacher showed a strong support for the ideals of Aim 2.

The interviews were semi-structured and focused on the teacher's perception of the purpose(s) of schooling. Four common questions were devised as general guidelines for individual teacher interviews. The questions are as followed:

- I noticed that you ranked _____ as the item of most importance, can you explain your reasoning and give an example of how you apply this within your own teaching.
- I also noticed that you ranked _____ as the item of least importance. While we understand that all statements on this list seem to be important, could you explain why you ranked this as number 10?
- Do you know the Aims of the NC? What do the Aims mean to you? Can you explain the National Curriculum Aims? A lot of our research is focused on the Aims of NC, are you familiar with those? (Any assortment of these questions)
- Why do you think we have schools and teachers?

We also developed three common alternative questions for any teacher being interviewed that did not rank the statements of the questionnaire. These questions were:

- I noticed that you did not rank the statements; what was your reasoning behind this?
- Do you feel that you incorporate these statements in your teaching on a daily basis? Do you feel that you place equal emphasis on all of these statements when teaching?
- Why do you think we have schools and teachers?

In addition to the four main questions and three alternative questions, we all engaged the teacher in further discussion by asking follow up questions that related to their responses as well as to clarify their explanations.

Observations

Observations were conducted at each school using a common observation sheet that we created based on the form by Westberg (Westberg, 1993) (See Appendix B). Each teacher was observed multiple times. During our investigation we used codes to show several different observable teachings, including citizenship, moral, spiritual, cultural, social and content teaching. The observer recorded the observable teaching code, the time it occurred, the activity, the group size and any other important notes that might be helpful for the research. The observation sheet was intended to give the observer a means of looking at how much instructional time was dedicated to the ideals of Aim 1 and Aim 2, and then compare that to the teacher's responses in both the questionnaire and the interview. For inter-rater reliability each observer was cross observed to make sure interpretation of the codes aligned with the actual classroom practices. While observing, we had minimal interaction with students. No observers were actively participating in teaching or discipline during the lesson.

The researchers at Swinton chose to observe three teachers in their teaching practices. These teachers were chosen based on their questionnaire and interview responses, as well as intern's personal experiences in their classrooms. A Year 6 teacher was chosen because her questionnaire results showed that she put more importance on Aim 2 values. A Year 2 teacher was selected because she appeared to value Aim 1 and 2 relatively equally. Finally, a Year 5 teacher was chosen because her questionnaire results showed that she put more importance on Aim 1 values. All three teachers were observed at least twice.

Researchers at Caldor selected to observe two teachers. The researchers observed one teacher who consistently stated that Aim 1 was most important and one teacher who consistently stated Aim 2 was most important. Each teacher was observed by an individual researcher, and then observed by the two researchers together, thus the two teachers were each observed a total of three times.

The Winshire researchers decided to observe all four teachers that were interviewed. The researchers chose to observe a variety of classes. The teachers were informed in advance of the observations. The researchers also requested to observe

classes that best represented that teacher's day-to-day classroom instruction. Each teacher was observed at least twice by an individual researcher, which was followed by an observation by a different researcher to ensure inter-rater reliability.

At Wexham, the two teachers who were chosen to be interviewed were observed. Each teacher was observed on two separate occasions by both of the UConn researchers simultaneously. The researchers observed the teachers in the same class each time.

We acknowledge that time was the most significant limiting factor of our research in London. Our restricted time in the school systems only allowed us to observe each teacher on small number of occasions. Longer observations may have yielded more detailed findings.

Data Analysis

Questionnaire

The following data analysis protocol was employed once all questionnaires were collected.

- We created two different questionnaires, one implementing a ranking system, one using a Lickert scale.
- Both questionnaires were piloted at all four schools.
- We examined the piloted results and decided on using the questionnaire with the ranking system, which would give us more useable data.
- Each statement on the questionnaire was directly related to one of the two Aims of the National Curriculum.
- We then distributed the questionnaires to all four schools.
- When we received the questionnaires back, we analyzed the questionnaires based on each individual school by creating spreadsheets to organize all the data for each school.
- Because teachers were asked to rank the questionnaire statements from one to ten, we assigned each statement a letter (A-J) to avoid a number conflict in the spreadsheet.
 - Example: A _____ Schooling should build on pupils' strengths ...

B _____ Schooling should promote pupils self-esteem ...

- The results were then entered using the letters into the spreadsheet according to the value (rank) they were given by the teachers.
- We used the ranking, given to each statement by the teacher, as the number of “points” for the Aim with which the statement related.
- We calculated the number of points given for Aim 1 and Aim 2 for each teacher. The Aim with the lowest “score” (the least number of points from the ranking) was the Aim the teacher favored.
- A sample of our data table is shown here, where the top row of numbers represents the rank in which the teacher gave for the statements, which are represented by the letters. W1 and W2 are two of the returned surveys we received. The totals for each teacher can be seen under the columns labeled AI and AII.

	1	2	3	4	5	6	7	8	9	10	AI	AII
W1	A	C	B	D	G	E	I	H	J	F	19	36
W2	A	B	D	E	I	H	G	C	J	F	24	31

- Each school separately analyzed their data from the questionnaires basing their interview decisions on these results.

Interviews

The following data analysis protocol was employed once interviews were transcribed.

- We individually examined our data through reiterative readings, and developed a total of four common codes across our individual interviews.
- Our four codes were: Aim 1+, Aim 1-, Aim 2+, Aim 2-. When a teacher stated that they did something pertaining to one of the Aims, the comment was coded with the specific Aim and a “+” if the teacher stated they did do it. If the teacher did not have time for a particular item pertaining to that Aim, the statement was coded with the Aim and a “-“.
- We then individually coded our data based on our common core of codes.

- Next, we employed an inter-rater reliability strategy, which consisted of having at least one other researcher assess the accuracy and thoroughness of the coded data.
- Implications and conclusions were ultimately derived from the patterns found by cross code analysis. We were able to see whose comments were consistent with their surveys, and who deviated from the initial questionnaire responses.
- From these interviews, we decided who would and who would not be interviewed based upon our interest to sample for maximum variation.

Observations

The following data analysis protocol was employed once observations had occurred.

- We first established a set of codes. We devised seven codes for observable teaching of the Aims on the part of the teacher. The codes were as follows: CIT: citizenship, MOR: moral, SPI: spiritual, CUL: cultural, SOC: social, CE: character education, and CON: content.
- Two codes were created for our observation of the teachers' intent. EX stood for explicit, meaning the teacher intended on teaching that particular value, and IM stood for implicit, meaning the teacher did not intend to teach the value but subtly did.
- Activity codes for demonstration (DEM), project (PRO), non-academic activity (NAA), academic activity (AA), discussion (DIS), reading (RD) and other (O), were established.
- Group size was categorized and coded as I for independent, G for group (meaning the whole class), and SG for small group.
- Lastly, we created optional coding for student reaction using "+" if the student responded positively to the teacher and "-" if the student had a negative response to the teacher. This coding was optional because observing the reaction of the students was not always possible.
- We employed inter-rater reliability by cross-observing each teacher. Codes pertaining to the observable teaching behaviors were then compared with one another to establish consistency before the researcher could perform observations on his/her own.

- Coded data was then analyzed by individual teacher.
- Conclusions were ultimately derived from the patterns found in the observation data through careful reviews of the data sheets.
- Each school then compiled data from the surveys, interviews, and observations, and overarching patterns and conclusions were discussed.

III. RESULTS: Teacher Case Studies and School-Wide Trends

Table 1 London School Teacher Aim Preferences

	Swinton	Caldot	Winshire	Wexham	Totals
Aim 1	60%	36%	54%	57%	53%
Aim 2	30%	57%	26%	37%	35%
N/A	10%	7%	20%	6%	12%

* N/A refers to teachers who either refused to or incorrectly completed their surveys.

Swinton Community Primary School

Below is a summary of all research of Swinton School teacher’s beliefs about the purposes of education. The first section focuses on the individual teachers who were observed, while the second concentrates on school-wide trends.

Table 2 Swinton School Teacher Aim Preferences

Swinton	Number of Teachers	Percentage of Teachers	Year Level
Aim 1	6	60%	R-6
Aim 2	3	30%	
N/A*	1	10%	
Total	10	100%	

* N/A refers to teachers who either refused to or incorrectly completed their surveys.

At Swinton Community Primary School, five teachers were selected for questioning and then three of those five were observed thoroughly in order to continue to understand teacher’s perspectives regarding the purpose of education at Swinton. The first teacher selected was Ms. Hancock who is a Year 2 teacher and was educated at Canterbury Christ Church University. She received a three-year degree in English and Early Childhood Studies. This is her first year teaching Year 2. However, she has been teaching for a total of three years, all of which have been at Swinton. We also chose Ms. Barrett, who is a Year 6 teacher. She was educated at Bradford University and received a degree in Education. This is her sixth year teaching Year 6. In total she has been

teaching for nine years; eight of which have been at Swinton. The final teacher we interviewed was Miss Schultz, a Year 5 teacher. She was educated at Cambridge University and received a degree in Education. While this is her first year teaching Year 5, she has been teaching for four years. Three of these years have been at Swinton.

Ms. Hancock, Year Two Teacher

When given the questionnaire, Ms. Hancock was relatively split between her views on the importance of Aim 1 and Aim 2. The statement Ms. Hancock marked as most important relates to Aim 1 and reads, “Schooling should build on pupils’ strengths, interests and experiences.” Alternately, she also believed the Aim 1 statement, “Schooling should develop students’ physical skills and encourage them to pursue a healthy lifestyle,” was the least important. Her ranking of the remaining statements on the questionnaire had an alternating pattern of importance between Aim 1 and Aim 2 values.

In the interview, Ms. Hancock expressed that she always had enough time to focus on Aim 1 and was often able to focus on Aim 2 as well. She validated her ability to address Aim 2 explicitly with activities such as show and tell, and sometimes implicitly by allowing her students to express their individuality. She also addressed Aim 2 implicitly by establishing classroom norms that were consistently enforced. These classroom norms were put into place to address issues such as “helping students become responsible and caring citizens.” Ms. Hancock believed that it is “fundamentally important that the children learn to interact and socialize because eventually they are going to be part of the big wide world.” Therefore, she expresses a large interest in the social well being of her students. Furthermore, she expressed that her students who need extra prompting could be removed from the classroom to rehearse the recognition of emotions, in order to expand their practice of Aim 2.

In our observation of Ms. Hancock, there was a great deal of positive reinforcement for good behavior. In turn, this reinforced the social norms of the classroom. Anything that did not fit the social norms of the classroom was quickly stopped and addressed. For example, when a child threw his pen across the row she quickly addressed the situation by saying, “Do not throw pens, pass the pens forward

slowly.” In this instance she stated the incorrect behavior and then what the student should be doing if they were to be a model citizen. Although she did spend some effort addressing the social portion of Aim 2 implicitly, during our observation she never addressed any spiritual or cultural aims.

Ms. Hancock expressed an even split between the importance of the aims. She explained how she wanted to teach them both equally but seemed to be overwhelmed by the pressures of academics. Therefore she was forced to place Aim 2 as a secondary goal in the classroom. However, as she claimed in her interview, she did try to make time at every available opportunity.

Ms. Barrett, Year Six Teacher

After completing the questionnaire, the data suggested that Ms. Barrett is a heavy supporter of Aim 2. The statements marked “least important” were: “Schooling should give them the opportunity to become creative, innovative, enterprising, and capable of leadership,” “Schooling should develop students’ physical skills and encourage them to pursue a healthy lifestyle” and “Schooling should give students skills of literacy, numeracy, and information and communication technology.” All of these low ranked statements are directly related to Aim 1 and therefore show that Ms. Barrett is in strong support of Aim 2. Ms. Barrett listed all the Aim 2 statements in the middle of the ten point scale and marked the Aim 2 statement, “Schooling should promote pupils’ self-esteem and emotional well-being” as the number one most important aspect of school.

Ms. Barrett began her interview by telling us if the kids “don’t believe in themselves they just won’t succeed,” further demonstrating her preference of Aim 2. She continued to express support for Aim 2 by saying that “kids should be at school...for the social side of it...” She articulated that she had a lot of time for many Aim 1 and 2 activities. However, she found she was not able to incorporate lifestyle and physical skills very often. Instead she thought that parents and other organizations could encourage these skills at home.

When Ms. Barrett was observed, the lessons taught were academic, though there were many underlying themes related to Aim 2. Throughout her classes she was constantly encouraging a team effort by thinking of the classroom as one unit. She

repeatedly told children that they needed to be joining in on group work and that she was looking for a good effort. In addition, she got upset when the children threw their scraps on the floor, explaining to them that “you wouldn’t do it at home, don’t do it in the classroom.” By stating this she expressed to them that they should respect their classroom, as it is *their* space. Clearly, Ms. Barrett was able to focus on social, citizenship and moral aims but in our observations did not address the spiritual or cultural focuses of Aim 2 at all.

In her interview, she explained that without the students’ self-esteem and emotional well-being, teaching is impossible. In order to achieve her ultimate goal of raising academics, she spent an extended amount of time in the classroom focusing her energy on social and emotional aims so that behavioral problems did not interfere with her lessons. The classroom observations strongly supported all the views she expressed in her interview and questionnaire. This shows that her personal beliefs of the purpose of schooling are indeed in her classroom practice.

Ms. Schultz, Year Five Teacher

Ms. Schultz expressed a higher importance for Aim 1 in the questionnaire. Her top two choices were, “Schooling should build on pupils’ strengths, interests and experiences” and “Schooling should give students skills of literacy, numeracy, and information and communication technology”, which both are directly related to Aim 1. On the opposite side of the spectrum, she ranked an Aim 2 value, “Schooling should help students to become responsible and caring citizens”, as the statement of least importance.

Ms. Schultz’s interview agreed with her questionnaire directly by expressing a higher investment in Aim 1 over Aim 2. Although she did speak briefly about Aim 2, it was only when it was directly related to meeting the needs of Aim 1. For instance, in the beginning of the interview, Ms. Schultz stated, “I think school should be an inclusive environment, which means catering for each child’s individual needs, and I don’t think there’s any point in a child coming to school doing work that’s not suited to them.” Although this is related to the Aim 2 value of “promoting pupils’ self-esteem” it is first and foremost related to the achievement of the Aim 1 value of “giving students skills of literacy, numeracy, and information and communication technology.” She needs one to

achieve the other. However, based on her questionnaire, she indicated she believes the most important goal is to give the students academic skills. Ms. Schultz also expressed that some of the more social and emotional aims do not need to be addressed in the classroom because “there’s plenty of groups outside of school like Brownies, and if children go to church they sort of get more of that from the outside community and I see my role as more of an educator really.” This shows that she strongly believes that her role is to teach academic content since there are other people whose goals focus solely on social and emotional aims.

The explicit content in the observed lessons taught by Ms. Schultz was always academic. However there were also many underlying aspects of social and emotional aims taught implicitly. For instance, she specifically picked a play for literacy that contained many emotions so that the class could work on what different emotions sound and look like. She also was constantly reminding the class of the social norms of the classroom (no calling out or wandering around) and what good manners are (no shouting, look at person who is speaking, not taking things without asking). Her class ran smoothly during both observations with only minor disruptions. This sense of order can be attributed to her implicit teaching of the social norms in Aim 2. Even though her main concern was academic content, at various points in her lessons she was able to also address citizenship, moral and social issues. Alternatively, she never addressed any spiritual aims.

In the questionnaire Ms. Schultz ranked statements associated with Aim 1 as being more important. She continued with this philosophy when discussing her feelings of the purpose of schooling during her interview. Though she expresses that she has no time and interest in teaching Aim 2, our observations actually show that she does a great deal of implicit and explicit teaching of this aim in her academic lessons.

Summary

Although the three teachers that we focused our studies on all had very different views on the purpose of schooling, there were also some consistent findings between them. In the questionnaire they all found that the values “Schooling should give them the opportunity to become creative, innovative, enterprising, and capable of leadership” and

“Schooling should develop awareness and understanding of and respect for the environments in which they live” were both on the low end of the spectrum of importance. On the other side of the scale all three teachers marked “Schooling should build on pupils' strengths, interests and experiences” and “Schooling should promote pupils' self-esteem and emotional well-being” within the top three of the most important values. Finally, they all also ranked “Schooling should provide rich contexts to acquire, develop and apply a broad sense of knowledge” as being in their top half of their rankings. Ultimately it was clear that all three teachers found aspects of Aim 1 to be important, though Ms. Hancock was split and Ms. Barrett strongly favored Aim 2. In order to fulfill the goals of Aim 1 in the classroom, each teacher utilizes different strategies that align with their beliefs of the purpose of schooling.

A consistent theme in the three teachers' interviews was that they all generally had time for academic instruction, but felt they did not have as much time for the explicit teaching of Aim 2. All three teachers felt that the values of Aim 2 had to be sacrificed in order to focus on academic objectives. These pressures are created from the explicit assessment of Aim 1 values. These pressures are not as apparent for Aim 2 because it is not formally assessed. An informal interview with a teacher who was not observed revealed that she felt she was pressured to teach literacy because the government checked it. On the other hand, because Aim 2 objectives are not “checked” she felt less pressure to promote them in her classroom. Clearly, this directly supports our statement that teachers feel pressured to teach Aim 1 over Aim 2.

In the observations, all of the teachers' lessons were based on Aim 1 content, but they were all able to weave Aim 2 values into the lessons as well. The three teachers consistently used social education and positive reinforcement to help control the norms of the classroom by reminding students of what is right and wrong, what is responsible, and by creating awareness of their environment (the classroom). None of the three teachers that were observed ever addressed any spiritual aims in their lessons.

The questionnaires that were returned by the teachers revealed varying views on the purpose of school. After close analysis Aim 1 appeared to be more positively ranked. A teacher who was interviewed but not observed stated that “literacy is so important

because once you can read all the others [skills] can follow,” meaning she believes that as long as you master the academic aims, you can learn to do everything else naturally. This puts little to no importance into teaching Aim 2 in the classroom. However, a minority of teachers do believe Aim 2 is also extremely important. When talking about a young student who enjoys art, one teacher who was interviewed but not observed said, “Why should school then only be about numeracy and literacy?”

Caldot Primary

Below is a summary of all research of Caldot School teachers’ beliefs about the purposes of education. The first section focuses on the individual teachers who were observed, while the second concentrates on school-wide trends.

Table 3 Caldot School Teacher Aim Preferences

Caldot	Number of Teachers	Percentage of Teachers	Year Level
Aim 1	5	36%	R-6
Aim 2	8	57%	
N/A	1	7%	
Total	14	100%	

* N/A refers to teachers who either refused to or incorrectly completed their surveys.

At Caldot Primary School, we selected four teachers to question and observe more thoroughly in order to further understand their beliefs and practices regarding the purposes of education. The first teacher we selected was Mr. Jackson who is a Year 2 teacher and has been a teacher for three years. He has taught Year 2 for two years and Year 3 for one year at Caldot. We also chose Ms. Rodriguez, who is a Year 6 teacher. Ms. Rodriguez shares this responsibility with another classroom teacher, as she is also an Assistant Head at Caldot. She has been teaching since 1993 in a variety of different year levels, but has spent the past four years at Caldot. Previously Ms. Rodriguez has taught in three other schools, which all had a similar socioeconomic status as Caldot. Third, we chose Ms. Hart, a Reception teacher who has been a classroom teacher for six years. She spent her first two years teaching Year 3 in a school in a more affluent area, and her past four years at Caldot in various years. The last teacher we interviewed was Ms. Smith, a

Nursery teacher. She started her career as a teacher at Caldor and has been teaching there for three years, all in nursery.

Our first attempt at data collection was met with some resistance as some of the teachers stated that all purposes listed were important and they felt they could not rank the statements. With the second distribution, we explained the purpose of our research more thoroughly. This clarification helped welcome an insightful glimpse into the teaching standards of the teachers at Caldor School.

Out of the 13 classroom teachers that completed the questionnaire, 8 were stronger advocates for Aim 2, viewing the purpose of schooling as more focused upon the promotion of pupil's spiritual, moral, social and cultural development as well as the general preparation of all pupils for the opportunities, responsibilities and experiences of life. On the other hand, 5 were stronger advocates for Aim 1, viewing the purpose of schooling as focused more on academics giving all pupils opportunities to learn and achieve.

After analyzing the questionnaires, we chose to take a closer look at Mr. Jackson, Ms. Rodriguez, Ms. Hart, and Ms. Smith. John Jackson and Lisa Rodriguez both ranked statements dealing with Aim 2 as being of greater importance. The statement "Schooling should develop students' abilities to relate to others, work for the common good, and be able to contribute to the development of a just society" was ranked as number one by both Mr. Jackson and Ms. Rodriguez. Mr. Jackson and Ms. Rodriguez also ranked the statement "Schooling should help students to become responsible and caring citizens" as number three and four respectively. Both of these statements were ranked with a lower number indicating that they place more emphasis in their teaching on Aim 2.

On the other hand, Ms. Hart ranked statements associated with Aim 1 with a greater importance. The statement she ranked as the most important was, "Schooling should give students skills of literacy, numeracy, and information and communication technology." Ms. Hart also ranked "Schooling should provide rich context to acquire, develop and apply a broad sense of knowledge" within her top five highest choices. She did rank some statements associated more with Aim 2 within her top five highest choices,

but when the data was assembled it was clear that there was a stronger favor of purposes dealing with the academic Aim 1.

Ms. Smith felt that it was impossible to rank the statements because to her, they were all of equal importance in her daily teaching. In the comments section of the questionnaire she writes:

“I find it impossible to rank these statements as I feel schooling should provide children with a balance of the knowledge and skills they will need to support them throughout their lives...In the foundation stage curriculum it is stated that all areas of learning...are of equal importance...and I feel this balance must continue further up the education system if children are to develop into well rounded ‘useful’ members of society.”

We followed up with Ms. Smith in an interview and she explained her reasoning further on her beliefs of teaching and how they relate directly to the Nursery program at Caldot.

After making the selections for the interviews, we asked all four interviewees if they would speak with us regarding the questionnaire that they had filled out and each was willing to do so. At the beginning of each interview we allowed the interviewees to look over their own questionnaires in order to refresh their minds about the statements and the order in which they had ranked them. Each of the interviewees seemed unwavering in their beliefs as we began questioning them on their reasoning. They all answered each question with elaborate detail and provided examples to strengthen their statements. They also answered any additional questions that arose during the interview.

Our purpose for interviewing Mr. Jackson was to ascertain whether or not he believed in the importance of Aim 2 in his curriculum, as he had alluded to on his questionnaire. Not only did Mr. Jackson convey that he was an advocate of incorporating Aim 2 into his teaching, but he provided key examples of how he incorporates important aspects of Aim 2 in his class. Mr. Jackson believes it is important to discuss the impact of spirituality on today’s society, and how “it doesn’t matter what religion you are.” He expresses that often this issue will come up on its own from students’ preconceived notions and he will take the time to discuss it. Mr. Jackson also favored promoting students’ moral development and touches upon this consistently throughout the interview.

He emphasizes how students should learn how to respect their peers and be able to build meaningful relationships. He states that school is “not just about teaching them (the students) how to read and write,” but “about teaching them to be polite and good and get on with other people.” Social development is also an integral part of Mr. Jackson’s daily teachings, as not only does he emphasize meaningful relationships, but the importance of having good manners and being polite. Just as he stated that spirituality is important, he also states that cultural development is essential, since most students will not receive these valuable lessons at home. He gives examples of how he incorporates the use of language in his classroom because he believes “it is important to learn to communicate with other people” in the “multicultural society” we live in today.

Mr. Jackson often inferred that he feels like he is preparing students for the opportunities and responsibilities of life. He states, “It’s very important that when you are in school you get a sense of what life is like and you get a sense of how to interact with others, be a good person.” Although Mr. Jackson is constantly stressing the importance of Aim 2 in his statements, he does conclude that school cannot exist without Aim 1 being interlinked with Aim 2. He says, “schooling is for the child’s academic ability,” and “that is the central theme of schools.”

We selected Ms. Rodriguez as another candidate who had ranked the statements relating to Aim 2 as most important. From the interview it was easy to conclude that she did favor teaching the different aspects of Aim 2 as opposed to Aim 1. Although she does not emphasize all of the features of Aim 2 as Mr. Jackson had, she does place stress the importance of citizenship. In regards to spiritual and cultural development, Ms. Rodriguez mentions them as happening simultaneously in her classroom. She spoke in particular of one incident where she had to discuss the issue of religion. She made sure that the point of her lesson was that her students knew that everyone should be treated as an equal, no matter what religion or race they are. Ms. Rodriguez also spoke of moral and social development as interlinked matters. She mentions that the majority of her day focuses on the behavior issues that are caused by social dilemmas and that she is constantly reviewing the difference between what is right and wrong. She states that the students “need to be focused on their learning and if they are busy hating each other and being sad, their learning is not happening as much as it should be.”

Ms. Rodriguez consistently accentuates her belief in the importance of developing the students as citizens and preparing them for the future. She believes that a large part of helping students reach certain opportunities is developing their self-esteem. She states, “They need to feel good about themselves and valued as an individual before any concrete learning takes place.” When asked why she believes we have schools and teachers she says, “School is a place where children get the chance to, just develop.” Although she does believe that Aim 2 takes a precedent in her teaching over Aim 1, she does mention the importance of Aim 1 in schools. She states that schools are also a place to make “sure that everyone has some sort, even if it’s just basic, they have some basic skills that are developed.” Therefore from her interview we can conclude that Ms. Rodriguez places teaching Aim 2 related issues before teaching Aim 1.

By interviewing Ms. Hart we wanted to ensure that her support of Aim 1 found in her questionnaire would align with her spoken beliefs of her own teaching. During the interview, Ms. Hart positively supported the belief that the school curriculum should provide opportunities for all students to learn and achieve. In particular she emphasized that as a Reception teacher she needs to instill key skills that the students will need in their later years of learning. She states that Reception is “the first year that they’re starting to learn to read and write, for me it’s a huge focus on what we do during the year and I feel an enormous responsibility for making sure that they have that foundation that they can move up into the rest of the school with.” Ms. Hart says the main focus of her daily lessons is trying to have all of her students reading and writing by the end of the year. Also, she supports the national curriculum that is in place now because it standardizes education and “offers students’ opportunities to access the future.” As far as character education is concerned, Ms. Hart does state that she aims to “teach the children through play.” She also says that if students were living in a “text rich environment” at home, (which the majority of them are not) then it would allow more time to focus on personal development. Overall, Ms. Hart believes that we have schools to offer all students the equal opportunity to achieve, and for her to do that she favors Aim 1.

By interviewing Ms. Smith, we were able to further question her reasoning behind not ranking the statements. As stated before she felt that all items were of equal importance, so our first question asked her to provide additional detail behind her

reasoning. As a Nursery teacher she stated, “Our curriculum is split into six areas of learning and it actually states within that they’re all of equal importance.” Ms. Smith goes on to say that personal or social development is just as important as the academic development that she is providing for her students. Although as she describes in further detail her daily lessons it is clear that as the academic year goes on, lessons are more focused around Aim 1 related teachings. Ms. Smith explains that often personal or social development is taught through making links or connections with the academic lessons. Therefore, after the initial period of adjustment to school and what is socially or morally appropriate, her lessons are more geared towards the academic skills of math and literacy. Ms. Smith affirms this by stating, “Our priority when they start is the more personal social type of things to begin with. Obviously we’ve got the literacy and the numeracy and the science type things out all the time as well but those things in a way take precedent.” Therefore even though Ms. Smith initially stated that she teaches both Aim 1 and Aim 2 equally, she alludes that the majority of her lesson objectives are academic.

After reviewing and analyzing all of the interviews we were able to draw some significant conclusions. First it was clear that each teacher we interviewed did agree with their initial statements regarding which Aim they favor on the questionnaire and each was able to explain in further detail their reasoning. Therefore each interviewee fully supported the Aim that was concluded from their questionnaire results. Even though all the teachers spoke strongly of their support of one Aim in particular, they all stated their belief that both Aims were important and that the purpose of schools is to provide both of the Aims. Next we were able to see that both Ms. Smith and Ms. Hart focused on teaching towards Aim 1, whereas Mr. Jackson and Ms. Rodriguez focused on teaching Aim 2 in their classrooms. Since Ms. Smith and Ms. Hart teach in the younger grades and Mr. Jackson and Ms. Rodriguez teach in the older grades, we wanted to observe further whether or not the age of the students taught determined which Aim the teachers focused on. It seemed that all of the teachers attributed their reasoning to the year and age group that they were currently teaching. It also seemed feasible that their preference of Aims could possibly change if they were in a different year group. Therefore we selected Ms. Hart, a Reception teacher, and Ms. Rodriguez, a Year 6 teacher, to test whether or not age is a determining factor of Aim preference in lesson planning.

We observed each teacher once individually and then followed up with a collaborative observation to check each other's findings within the classroom. Thus, Ms. Hart and Ms. Rodriguez were each observed three times.

Ms. Hart, Reception Teacher

From the lessons we have observed, we can conclude that Ms. Hart consistently teaches using Aim 1 as her primary focus. The lessons were driven by content related material such as phonics, writing, and reading comprehension skills. She places a large emphasis on anything related to literacy, as she had stated in her interview that her main goal is to have her students capable of both reading and writing by the end of the year. At one point during an observation, Ms. Hart asked her students to try and figure out the proper phonetic sounds for different words, even though it was not something that they were working on at that particular moment. For example, she asked a student in general conversation what the name of their street was. The child responded and Ms. Hart had the whole class try to figure out what letter the street started with. She also had the children try to find other words that start with the same letter. At other points during a small group activity where students were writing letters to a zookeeper, Ms. Hart used statements such as, "Remember, I'm looking for language!" or "Let's use language!" reminding the students to practice their phonics to help them sound out the words they were trying to spell. Everything that she did in her lessons seemed to relate back to Aim 1.

Ms. Hart seems to also be an implicit advocate of Aim 2. Her mannerisms and behavior in the classroom implicitly communicate the type of behavior that is expected from her students. When she does teach social or moral lessons it is only for a brief second to remind students how to sit and/or behave appropriately or to address their lack of participation. Her brief interjections to address these Aim 2 issues are only seconds long so as not to disrupt her main focus of teaching the academic material. The students never reacted in a negative disruptive way and always checked their behavior. At one point, Ms. Hart asked the students to tell her a pet that they would like to ask a zookeeper for in a letter. A student started calling out different animals that he would like without raising his hand. Ms. Hart politely said to him, "I would love to talk to you about that kangaroo, but unfortunately you broke a school rule by not putting your hand up." She

then moved on to the next child following the rules by putting his/her hand up. This five-second statement taught proper expected behavior and why we need to follow rules. Ms. Hart's lesson plans and behavior management are seamless in the sense that she is so well prepared; there is not much time to allow for distractions. Her transitions were very smooth and the students knew what was expected of them.

Therefore, from the observation of Ms. Hart we are able to make a few conclusions. It is clear from being in Ms. Hart's classroom that she remains consistent in her belief in Aim 1. All of the lessons that were observed had academic objectives, and each of those objectives was successfully met. Ms. Hart did not allow Aim 2 related issues to interfere with accomplishing her academic goals that she has set for the students.

Ms. Rodriguez, Year Six Teacher

During our observations of Ms. Rodriguez's class we found the lessons to be focused around content with an even bigger emphasis on the teachings of Aim 2, particularly the difference between right and wrong and what is expected of students in regards to their behavior.

Ms. Rodriguez had several brief discussions with her class about their academic "targets," and what they should be able to do at these levels. She also reminded the students of the academic challenges she has placed for different students. The classroom is covered with statements of academic enforcement. For example, there is a whole wall that says "This is what we're learning..." and another display with target levels displayed (what they must/should/could know). Ms. Rodriguez regularly reminds the students of the importance of intrinsic motivation regarding their academic efforts.

Despite all of this, Ms. Rodriguez focused much more of her attention and teaching towards Aim 2 and the moral, social, and citizenship development of her students. A lot of this seems to be because of the behavior issues and character conflicts that happen within the classroom. Ms. Rodriguez emphasized choice in her classroom by saying "All students have a choice about their behavior." When she did have to interrupt about behavior, which was quite often, it was quick, directed and seemed to be effective for the time being in stopping that particular issue. She always related back to the

assumed expectations of students in Year 6. During our observations Ms. Rodriguez often “talked to herself” in a way that it was really posing questions to her students to check their behavior. For example, “I wonder if it’s going to be an afternoon where I have to take a marble (used as a positive reinforcement tactic) away. That would be a real shame.” Ms. Rodriguez also often addressed moral issues in regards to behavior and would take the time to correct the behavior and explain why it was considered inappropriate. By doing this, not only did the student who was misbehaving learn, but the entire class was being taught appropriate morals as well.

By observing Ms. Rodriguez we were able to conclude that her stated belief in the importance of Aim 2 can be seen throughout her lessons. Although her lessons are content driven, Ms. Rodriguez stops frequently, whether or not learning is taking place, to prove that the students’ character education is the central focus in her teaching.

Winshire School and Technical College

Below is a summary of all research of Winshire School teacher’s beliefs about the purposes of education. The first section focuses on the individual teachers who were observed, while the second concentrates on school-wide trends.

Table 4 Winshire School and Technical College Teacher Aim Preferences

Winshire	Number of Teachers	Percentage of Teachers	Year Level
Aim 1	19	54%	6-13
Aim 2	9	26%	
N/A	7	20%	
Total	35	100%	

* N/A refers to teachers who either refused to or incorrectly completed their surveys.

We chose to interview and subsequently observe four teachers from different departments throughout the school. The first teacher is Mr. Sherman, who has been teaching English at Winshire for five years and is the current Key Stage Three Coordinator who manages all aspects of exams and preparation for the Key Stage Three students and teachers. The second teacher that was interviewed is Mr. Anderson who has been teaching English at Winshire for six years. After Mr. Anderson qualified to teach in 1995, he taught in Africa for five years. Mr. Anderson is also the current head of Year 9

and is responsible for disciplining students and mediating between students and their teachers. The third teacher selected is Ms. Brown, a Newly Qualified Teacher who is currently teaching in her first year at Winshire Secondary School in the History Department. Her classes range from Year 7 History lessons to higher level concentrated Sociology lessons. Our final teacher is Ms. Smith who is currently in her fourth year as an Art teacher at Winshire School.

Mr. Sherman: English Teacher, Key Stage Three Coordinator

When asked about his familiarity with the aims of the National Curriculum he said, “I absolutely believe that I’m familiar enough with them.” His lessons demonstrated a balance of academic and personal social education, both explicit and implicit.

Mr. Sherman’s questionnaire is split evenly, suggesting equal support for Aim 1 and Aim 2. Mr. Sherman ranked “schooling should provide rich contexts to acquire, develop and apply a broad sense of knowledge” as number one. The first class observed used the Socratic Seminar method to have a cooperative classroom discussion of *Much Ado About Nothing*. While they discussed, all students were to take notes and critique the work of the speakers. After about ten minutes of the discussion, the observing students took turns to discuss their findings. Mr. Sherman began class with a review of the main characters, which is content based, then moved to Socratic Discussion. He explained “respectful language” and quietly commended the class for good attention and listening. This represents implicit teaching of Aim 2. Later, he pointed out that though they talked quickly and occasionally interrupted each other, this was appropriate for a lively discussion because they contributed positively, creating a community of speakers by building on each other’s ideas.

At the end of this lesson, students were given another opportunity for social education by rating their behavior/participation with a simple thumbs up or down. In Mr. Sherman’s questionnaire, he states that he feels strongly that “Schooling should develop students’ principles for distinguishing between right and wrong and pass on enduring values.” With this exercise, they are relying on their own conscience to distinguish right from wrong.

Mr. Sherman ranked, “schooling should give students skills of literacy, numeracy, and information and communication technology” as number two on his questionnaire. In his interview he expanded to say, “I suppose that the sense of school, more than anything else, should be about learning, and about getting knowledge... [As well as] linking their knowledge and understanding to broader social issues.” This was echoed in his own words on the purpose of schooling. He said, “It’s about preparing young people for the world.” Thus it is clear, as his questionnaire suggests that Mr. Sherman equally practices the tenants of Aim 1 and Aim 2.

Mr. Sherman’s Year 12 students read Shakespeare aloud. They discussed themes such as deception and honor, again demonstrating the importance of content-based learning. Nonetheless, the discussion was practice for the social skill of cooperative discussion. Then, they had to vote on the morals of various characters, supported by observed actions in the play. Mr. Sherman linked the content of the story, the speech and action of characters, to moral codes suggesting support for both Aim 1 and Aim 2.

Perhaps the most valuable aspect to Mr. Sherman’s teaching is that he models exceptional personal-social skills. He did not say it in the interview, but it is clear that his student expectations are high and that he did not expect any less from himself.

Mr. Anderson: English Teacher, Year Nine Head

In Mr. Anderson’s questionnaire, he listed Aim 2 statements as more important than Aim 1. For Mr. Anderson, the most important purpose of school was to ‘develop students’ abilities to relate to others, work for the common good.’ During his interview, Mr. Anderson elaborated on this belief; “you’ve got a kind of socialist with a small ‘s’ ideals.” Mr. Anderson explains that he is more interested in giving students a chance. Even though the majority of his questionnaire supported Aim 2 over Aim 1, Mr. Anderson’s interview is quite different. Mr. Anderson explained that he does not teach Aim 2 ideals in his classroom. To Mr. Anderson, his classroom environment is about “[creating] a learning atmosphere... teaching them what they need to pass exams.” However, Mr. Anderson feels as head of year, he deals primarily with the ideals of Aim 2. When asked about the purpose of schooling and teachers, Mr. Anderson explained that children need to learn together and teachers provide role models during a difficult period

of their lives. Mr. Anderson also commented on the image of teachers in British society. He believes it is “outrageous and disgraceful” how little respect teachers receive.

During observations, it was clear that Mr. Anderson manages his classroom according to the criteria of Aim 1. He often mentioned how this lesson applies to GCSE tests or mock exams. In most of the lessons, the students worked individually on essay writing while Mr. Anderson gave hints on ways to do well on the exams. However, there were several times during observations that Mr. Anderson was teaching Aim Two. In one lesson, many of the students did not hand in their assignment. His response was a lecture about responsibility. Also while dealing with behavior issues, Mr. Anderson explained why it was inappropriate behavior, implicitly teaching respect among the students. His overall rapport with students is excellent, they seem to respect him and they have a friendly relationship. Mr. Anderson welcomes them as they enter his room and checks with the students individually, showing that he cares about them. In every observation, Mr. Anderson was interrupted at least once to deal with a head of year issue. Often he was speaking with Year 9 students before, during, and after class.

Mr. Anderson restricts his lesson plans to teaching what the students need to pass the exams. Outside his classroom, Mr. Anderson spends his days in constant contact with his students, helping them with issues, and working with discipline problems. This is typical of Mr. Anderson’s tendency to indirectly teach Aim Two. He often teaches Aim Two implicitly in his class by teaching respect, responsibility, and modeling appropriate behavior. Mr. Anderson is over worked and constantly on his feet. In his classroom, Mr. Anderson wants students to enjoy learning and find subjects they find interesting, while giving the students what they need to pass the exams, however his relationship with his students and Year 9’s show how he teaches them respect and morally and socially support those students on a daily basis.

Ms. Brown: Social Science Teacher

Ms. Brown feels strongly that a school curriculum should work towards engaging children by making the learning relevant to them, and therefore motivating them to learn further. In terms of the National Curriculum, she feels that the main aims are to teach literacy and numeracy, but to also reach out to all students regardless of their abilities.

She also believes that a main aspect of the curriculum is to prepare students for the job market, particularly in regards to information technology.

When asked for her personal opinion on the purpose of schooling, Ms. Brown said that she felt school should ‘give opportunities to become creative, innovative, enterprising, and capable of leadership. And also, making them responsible citizens is quite important.... And a broad sense of knowledge.’ Ms. Brown finds that some aspects of the current National Curriculum could be taught at home rather than in school. One example is that schooling should develop physical skills and encourage a healthy lifestyle. Ms. Brown responded that ‘with you know, five days a week, SATS, GSCES , A levels, you don’t have time really, the required time to do all these things. I mean, it is important. And you should like, encourage it, but I think parents and [guardians] should [take care of that]’.

Ms. Brown was observed during three separate classes by two researchers. The first lesson was a Year 12 Sociology class. Due to the nature of the course, Ms. Brown focused on the societal issues of gender and family structure. The underlying themes of this class were to discuss issues that promote understanding of social and cultural norms through discussions and examples. These ideas are a large part of the National Curriculum’s second Aim geared towards producing open-minded and responsible citizens.

The second lesson observed was a Year 10 History class. This lesson was for the most part content-driven and focused on American History. When learning was disrupted, Ms. Brown asked the misbehaving pupils if they felt bad for not allowing their peers to learn. This encourages the students to think of themselves as part of a greater unit, rather than simply an individual whose actions only affect them. Ms. Brown also emphasized that the students have their own choice whether to behave or not, which encourages autonomy and independence at the same time.

Based on these observations, it seems that Ms. Brown feels citizenship is important and shows it through the ways that she addresses students and by the methods she uses to teach content. Although the two lessons observed did not showcase a real effort to engage students to be creative, she did emphasize numerous ideas to broaden the

knowledge of her students which shows her dedication to the ideals that she described as important during the interview process. These observations were also validated by the second researcher in her own viewing of Ms. Brown's teaching style and methods.

Ms. Smith: Art Teacher

On Ms. Smith's questionnaire she wrote that all of the points she was asked to rank were interrelated, and ideally all equally important. In her interview, Ms. Smith stated that "...ideally they will all play off one another and that if [she] had to do it again, [she] would probably have entirely different answers." In addition to academics, Ms. Smith also acknowledges that education should "turn pupils into decent human beings." Her questionnaire and interview responses both suggest that she values the tenants of Aim 1 and Aim 2 equally.

Ms. Smith asked to be observed teaching three different grade levels in order to demonstrate how this affects her practice. Her Year 8 lesson consisted of individual work on a project building with spaghetti. Explicit instructions were written on the board when pupils entered the room. They were to respond to a list of "Things to think about when designing." Ms. Smith then showed students a model project. After beginning individual work, the class was full of low-level disruption that required most of Ms. Smith's attention. Several students were dismissed from class. Aside from intolerance of bad language, there was little observable character education.

Conversely, her Year 9 students presented fewer behavior issues in another content centered lesson. In a class lecture she reviewed the work of Eduardo Paolozzi. Pupils were instructed to "respond to Paolozzi" in their own work. Before beginning individual work, Ms. Smith taught the skill of imprinting. Again, there was little observable character education in this class. Giving less attention to behavior left Ms. Smith with more time for instruction, telling the class to "just take your time and go with it, guys," implicitly espousing patience.

As expected, Ms. Smith's Year 11 students were the most advanced and mature. All worked individually on projects to prepare for their GCSEs. As pupils came in, she simply told them to get started. Once settled students worked individually as Ms. Smith circulated the room, serving as a critic and advisor. She helped by fetching materials for

them, suggesting color choice, etc. Students were implicitly expected to be responsible for themselves and their work. This is the only example of observable character education in Ms. Smith's three lessons.

While it is clear from all observation that Ms. Smith desires her students to become "decent human beings," her classroom practice is explicitly reliant on academic instruction, while all character education is taught implicitly.

Summary

Thirty-five teachers of the nearly one hundred at Winshire School returned questionnaires. The results suggest that Winshire teachers place greater importance on the goals of Aim 1. While nineteen of our teachers proved in favor of Aim 1, only sixteen were in favor of Aim 2. Many teachers said that they found it extremely difficult to rank the purposes or simply would not do so. One teacher wrote on her questionnaire, "How can you rank these? They're all important." Others wrote, "All of the above are what education is about," and "they are all important in inter-connected." Many teachers felt so strongly that they refused to complete the survey.

Each interviewed teacher professed that he or she believed the purpose of schooling to be a combination of Aim 1 and Aim 2 objectives. Though they did not all know the Aims, their answers indicated a view of teaching to both. For example, in her interview, Ms. Smith explained that, "well obviously it's important that it's a place where people get an education, but I think its sort of gradually becoming more than that, well I think its always been more than that, but even more so it's a place to learn social skills and how to work as a community." This is representative of all of the teachers' responses when asked about the Aims of the National Curriculum.

After observing the selected teachers, it was seen that Aim 2 was being taught during times of discipline and in praising students. Consistent with the patterns of other teachers at Winshire, Ms. Brown stopped the class to discuss the importance of respect and responsibility in regards to peers and leaders in the classroom. This was in response to rowdy behavior. The incident was not planned, but the teacher's response to it emphasized the importance of community and personal responsibility, as explicated by

Aim 2. All researchers at Winshire realized that the PSE values of Aim 2 were rarely taught as the explicit goal of a lesson.

Not only through discipline, but also through norms that emphasize responsibility, autonomy, and community, there were examples of implicit teaching of Aim 2. In the case of Ms. Smith, she broke students into groups for art projects, as well as giving them the chance to work independently. While students were cognizant of the academic goals of the lesson, they were rarely told that they were expected to learn cooperation through group work, or responsibility through independent work. There were some exceptions, such as Mr. Sherman's English class, in which students were taught how to discuss in a community setting using the Socratic Seminar method.

Further demonstrating Winshire's proclivity to Aim 1 is a visible emphasis on national exam success. This is seen in both lessons and on bulletin boards, which detail improvement of students over time and are updated regularly. There are also flyers in the halls that contain a Shakespeare face with speech bubbles expressing current trends on exam results. Students are frequently reminded that the lessons are important as they are in preparation for future exams. The school uses online programs and computer software to help students prepare for exams.

While most at Winshire school claim to be teaching skills meant to prepare pupils for an increasingly technical job market, these conflict with their lessons that are all geared toward teaching to the test. Literacy and numeracy are the dominant subjects at Winshire. Much time is spent practicing essay techniques, repetitive problem solving in maths classes, and vocabulary reviews in sciences. A typical maths class may consist of students doing several of the same geometry problems. Science classes often require students to copy out of the book and fill out worksheets. Repetition and rote memorization are preferred over real world application and authenticity because these are the skills that are tested. While math and science lessons lack authenticity, other departments do provide students with practical experience. For example art students create and show their own work, drama students design their own sets, and English students write articles for the school newspaper.

The most explicit example of authentic learning designed to help students to succeed in their careers is a class called Self and Society. These lessons prepare students to create resumes, practice interview skills, and complete work experience.

The disciplinary issues at Winshire School undermine all these skills. A trend of reactionary discipline pervades the school. A popular method of dealing with low-level disruptions is to remove the student from the classroom. The student then remains in the hallway, unsupervised, often running to other classes or making faces at their own classmates through a window. There is apparently no school-wide set of consequences enforced for breaking school codes of conduct. One teacher may give a student six “warnings” for bad behavior before sending the child to the hall, while another may give no warnings at all and begin to scream at the child in front of the class. The lack of school wide consistency makes it difficult for students to know what to expect and for teachers to carry out fair disciplinary action.

Wexham College of Business & Enterprise

Below is a summary of all research of Wexham College teacher’s beliefs about the purposes of education. The first section focuses on the individual teachers who were observed, while the second concentrates on school-wide trends.

Table 5 Wexham School Teacher Aim Preferences

	Number of Teachers	Percentage of Teachers	Year Level
Aim 1	20	57%	8-13
Aim 2	13	37%	
N/A	2	6%	
Total	35	100%	

* N/A refers to teachers who either refused to or incorrectly completed their surveys.

We analyzed our questionnaires by breaking them into three groups, those in support of Aim 1 concepts, those in support of Aim 2 concepts, and those who were split. When this was done, we saw a relatively even split between the 33 teachers who filled out the questionnaire correctly. In fact, 14 of the teachers favored Aim 1, 13 teachers favored Aim 2, and 6 teachers were split between the two. To analyze the data differently, we split the 33 teachers into only two groups, so that each teacher had to fit

into either Aim 1 or Aim 2 categories. Our results were that 18 of the teachers favored Aim 1 concepts, while 15 of the teachers' favored Aim 2 concepts. Therefore, we focused our two case studies, each in strong support of a different aim of the National Curriculum. We wanted to uncover if teachers' classroom practice reflected their beliefs on the purpose of education.

Ms. Scott, English Teacher

Ms. Scott is an English teacher at Wexham College. She has been teaching for 35 years; she spent most of her career teaching in the midlands of England, particularly the Birmingham area. This is her ninth year teaching in the Harrow community school. Ms. Scott is the head of the English Department at Wexham, and she was initially chosen as a focus of this case study based on her results on the initial questionnaire; her answers scored 44 % in strong support Aim 1 of the National Curriculum.

Ms. Scott expressed much difficulty in choosing answers on the questionnaire; her choice, though, for the most important facet of schooling was that "Schooling should give students skills of literacy, numeracy, and information and communication technology." In talking about her choice, Ms. Scott was hesitant, stating: "I mean, there is part of me that thinks I don't want to put that as number one because it looks so reductive." She went on to say that she believed that without those skills, students would not lead very happy and successful lives in the real world. Ms. Scott added that she chose her least important facet of schooling ("Schooling should give them the opportunity to become creative, innovative, enterprising, and capable of leadership") because, though she believed those characteristics are important, she believed those ideals could be fostered through many other choices on the questionnaire. More importantly, though, Ms. Scott says she chose this statement to be of least importance due to the "leadership thing": "Because that's not everybody...[not everyone] can do that." In finalizing her answers for the questionnaire, Ms. Scott split the statements into her top 5 and bottom 5, stating her "bottom five, I think, were quite-fairly arbitrary." The majority of the statements in her bottom five were statements supporting Aim 2.

When questioned about her teaching practice, Ms. Scott believed that in order for students to learn anything, they must be engaged. As an English teacher, Ms. Scott

works on her students' literacy skills, so she bases all of her lessons on what students have done before in previous years of schooling. Sometimes she will even "revamp a series of lessons because in one of the earlier lessons [she] find[s] a gap in [the students'] knowledge." Ms. Scott admits that the aims of the National Curriculum play a significant part in her lesson planning: "We have to if we have to. By law, we have to deliver the National Curriculum. So all of our students at work are tied to it." As an English teacher, Ms. Scott closely follows the guidelines for the national literacy strategy and the three broad attainment targets for reading, writing, and speaking and listening; each of her lessons reflects at least one of the attainment targets.

The last question Ms. Scott was asked regarded her personal opinion as to why the world needs teachers and schooling, a question she had reservations about answering. Interestingly, she expressed embarrassment and shyness: "I think we have schools...umm...to help individuals. I must sound terrible. Promise me you won't tell anyone what I've said! To help individuals become better people." She pointed out that though she put many of the personal and social development statements in lower ranking on the questionnaire, she believes that that type of schooling is the "heart of education":

"People developing as individuals...umm...morally and spiritually as well as physical skills and academic skills. Umm...and I think, you know, going back to my number one that, for lots of things, you need the basis in literacy and numeracy. You know, look at the correlations in developing countries between the, umm, literacy of mothers and, umm, infant mortality. Umm...so yeah, I think schools are about making people more aware of themselves and more aware of the world and about developing. That's why I'm a teacher."

Despite her results on the initial questionnaire, Ms. Scott said the most important facet of schooling and teaching is to foster development in individuals. However, her embarrassment and hesitation in that answer continued as the formal interview concluded, for she stated once again that "if you ever tell anybody that I've been so piously talking..." This statement leads one to believe that, because the high school administration is dominated with Aim 1 causes, Ms. Scott is hesitant to state that she does not agree with the school's educational priority.

In a later conversation with Ms. Scott, we discussed students that Ms. Scott has been working with in a Year 8 class. In discussing particular students and their classroom abilities, she admitted she looked at students' previous test scores to "see where they were at" in ability. She found that many were "not where they should be." She mentioned a difficult female student, and when we mentioned she was a bright student, Ms. Scott responded that her "scores didn't prove it." After stating ideas supporting positive personal and social development were the most important facet of education, she based the potential for that development on their test scores.

Following her interview, we observed two of Ms. Scott's classroom lessons to compare her teaching practices with the teaching ideologies she claimed to support. After compiling our data, it was established that Ms. Scott spent the majority of her class time specifically on Aim 1 oriented tasks. However, there were specific instances during class time where it was apparent she was attempting to reinforce Aim 2 ideals, such as politeness, proper behavior, and character education. This was most obviously visible in her efforts to keep the class' attention. By using phrases like "Why aren't you listening?" she wanted her students to think about their actions and the reasons for them.

When Ms. Scott did encounter problems relevant to Aim 2 characteristics, she confronted it quickly and did not incorporate it into her lesson. In her lesson concerning American slavery and the Underground Railroad, she neglected to focus on Aim 2 principles, like morality, empathy, and humanity; instead she focused on reading comprehension and the development of the lesson activity.

During both classes that were observed, the basic structure of the lesson remained the same. It began with Ms. Scott settling the students in the classroom and explaining the lesson. She allowed students to pick their own groups to complete the lesson assignment. During the lesson, Ms. Scott walked around the room to monitor individuals and groups, answer questions, and check progress on the assignment. Despite her attention, we observed students struggling and off task. The classroom environment was loud, and the students were walking around much more than they needed to in order to complete the lesson. Students' behavior within the classroom needed more attention; Ms. Scott consistently overlooked negative behavior (i.e. students yelling, cursing, arguing,

and hitting). Afterwards, she told us that the point of the lesson was to see if the students were able to extract information from what they were reading.

Ms. Scott's lesson was predominantly focused on the academic aspect of learning. She was more focused on students finalizing a product by the end of the lesson than taking time to see how they worked together in order to achieve it. When she did focus on Aim 2 ideals, they existed as extraneous details to the lesson, not as part of what she had planned to teach.

Ms. James, Geography Teacher

Ms. James is a geography teacher at Wexham. She has been teaching for about 27 years. Her entire career has been spent at Wexham, where she is now head of the gifted and talented program. Ms. James was chosen as case study subject based on her responses to the initial questionnaire, as well as her disposition previously observed in her classroom. In answering the questionnaire, 40% of her answers favored Aim 2 of the National Curriculum.

Ms. James was always very nervous when discussing her teaching practices, so when questioned about her opinions, she was a bit anxious. Ms. James's choice for the most important aspect of schooling was that it should "help students become responsible and caring citizens," and she made it clear that, thought it was a difficult task to organize the statements on the questionnaire. She also stated that it is her hope, and goal, to "churn out" a responsible and caring citizen at the end the four to six years she teaches her students. Moreover, in regards to the material she teaches, Ms. James feels her students must be good people to fully embrace the subject matter: "In a subject like geography, hopefully we are touching on things like population, poverty, and development, and climate change that are also going to help them be responsible and caring citizens...but, ahh, obviously you can't do that without all the other ones like literacy and numeracy and so on." Ms. James acknowledges that literacy and numeracy are key elements of education, but she constantly infuses content knowledge with ideas of fostering her students into good people:

"...The subject matter in geography is particularly good in that way, because you are helping them to, you know, to value themselves and you're also helping them to, to

see that they've got a role to play, however small, you know, in improving everyone else's lot if you like, by caring for the environment or whatever it is. And so I think it's responsibility that we are teaching them. But also you see the skills, you know. They have got to be responsible for their getting their homework in and things like that...we're trying, you know, to say to them, 'you're not making the right choice' you know, rather than saying 'you've been really naughty' or whatever it is, but you're just saying you haven't made the right choices. The choices should be this and so you are trying to help them see their responsibility."

Ms. James's places the least importance on developing students' physical skills and encouraging students to pursue a healthy lifestyle; she stated that she made her last choice by incorporating her own personal lifestyle into her thought process: "I suppose it's because I'm not very active myself..." She put herself on the same plane she does her students, a reciprocal relationship that is apparent in her classroom teaching as well.

Ms. James found difficulty in discussing Britain's National Curriculum and its impact on her teaching: "I mean, we would certainly be referring to the National Curriculum for geography..." She hints that, regardless of the targets in the National Curriculum for her subject, Ms. James would most likely be teaching the same information anyway.

Ms. James was quite brief in discussing the National Curriculum, but had much to say when discussing her opinions on the role of school and teachers in society. Besides stating that children needing to learn "certain skills and behaviors" for survival in their futures, she said it is important that students not be exploited in any way:

"Learning how to relate to each other, learning how to share, you know the little ones, they're learning how to share, learning how to care for the environment, care for things they're lent to use during the day. They're learning...they've got to be able to read and write, haven't they? The basics, so they're able to read and write and they have got to be able to use numbers well to survive in the outside world. And teachers are the people who *want* to *help* them to be able to survive in the outside world. And if you're just working at home from a computer or if you had to go out to work early, then neither- if those are the alternatives I suppose, just thinking quickly- they're not suitable

alternatives, are they? They're going out to work early, you know we see that as exploitation now. Children should be able to be children and enjoy their school time. And working at home and not getting the contact with other people...then you're not getting the social interaction."

Therefore, Ms. James stated that the underlying importance of school is to teach students' socialization, but to also basic skills to allow them to be successful in their futures, once again incorporating the two ideas of the National Curriculum into her personal beliefs on education.

Ms. James's interview led us to believe that she would run her classroom by emphasizing on Aim 2 ideals. However, after completing two classroom observations, we realized she is able to effectively incorporate *both* Aim 1 and Aim 2 ideals together within her lessons. When Ms. James taught a lesson on natural disasters and their aftermath, she spent a sufficient amount of time explaining how catastrophes affect humanity. She reminded the students of the 2004 tsunami and allowed them to share their personal memories of that day, linking her goal of trying to teach her students about responsibility and to be caring citizens, as she stated in her interview.

Another way in which she was able to incorporate her beliefs about the importance of Aim 2 was simply in the way she reminded her students to stay on task. If her class became overly noisy or chatty while completing assignment, she would say something subtle like, "We're not all talking are we? Because we have work to do." or "Can we settle down a bit, please?" The students would then respond by quieting, regaining focus, and continuing to work. Whenever Ms. James reprimanded her entire class, she seldom scrutinized one child in particular; she made the whole group, she included, responsible for everyone's actions. She created a team-like environment in her classroom where students' were treated as a whole unit, therefore learning responsibility and cooperation in order for the unit to be successful. She reinforced the same ideas when monitoring students' progress in class, using questions like, "Do we understand?" and "Are we alright?" Ms. James constantly encouraged and motivated her students to do well and try their best. Even in assigning homework, Ms. James told her class that "the

main thing is that you make a bit of effort.” She was able to teach her students about responsibility and the purpose of homework in a way that will encourage them to do it.

When teaching her class, Ms. James spent about half of the lesson time working with the entire class and the other half with the students working either individually or in small groups. It was clear to us that the students respected their teacher; even when the students chatted quietly to each other; they were still very productive in completing their assignments. Ms. James also did not waste her time reprimanding them when they talked quietly, because it was obvious that, despite talking, the students were diligently on task. This shows the mutual respect between Ms. James and her students, and the comfortable nature of the classroom environment. Although Ms. James did not spend a majority of the class time on solely Aim 2 ideals, she believed enough in them to make a point to successfully incorporate them throughout her lesson.

Before observations, we had specific expectations for each teacher’s classroom practice. We expected Ms. Scott to focus mostly on Aim 1 (content) principles. Although she did attempt to use creative, hands-on activities in her classroom, Ms. Scott was more focused on getting the academic outcome that she wanted. This was done at the expense of being able to direct much attention to the work efforts and interactions of the students. Based on comments that she made both during and after her interview and what we observed in her lessons, Ms. Scott seemed to be much more aware and focused on students’ acquisition of content knowledge above all else.

We expected Ms. James to promote the concepts of Aim 2 within her classroom. After the observations, we found that she is able to affectively incorporate Aim 2 ideals within the content knowledge (Aim1) that she taught throughout her lessons. She strongly encouraged students to take ownership of their knowledge. She did this by making information accessible to them, whether it allowed them to relate their knowledge to the environment in which they live, or by promoting responsibility and personal development by holding them accountable for their classroom and homework assignments.

IV. CONCLUSIONS

Swinton Community Primary School

After reviewing all the teachers' questionnaires, interviews, and observations we have come to two overarching conclusions. Firstly, all teachers make time for Aim 1. No matter what the teacher believes is the most important Aim, they are all teaching lessons that lend themselves to Aim 1 due to the pressures of testing. Second, although teachers are spending most of their time on academics, most of them do wish they had more time to focus on Aim 2 values. In response to this, we found that the teachers taught Aim 2 values implicitly through academic lessons and in response to student behavior.

The conclusion that all teachers are teaching lessons that lend themselves to Aim 1 explicitly was true in all three classrooms that were observed. Although Ms. Hancock found Aim 1 and Aim 2 of equal importance, it was evident during her interview and observed lessons that the majority of her lessons were focused on academics. Ms. Hancock stated that she wanted to teach both Aim 1 and Aim 2 equally but felt overwhelmed because she knew the academic aims were directly assessed. Therefore, Ms. Hancock said that she felt forced to address Aim 2 as a secondary objective. The other two teachers, who also focused their lessons around the academic aims, mirrored the feelings and practices of Ms. Hancock.

Based on our observations of teachers' lessons and the school's atmosphere at Swinton, our second conclusion was that all staff addressed Aim 2 values implicitly either through academic lessons, school policy or in response to behavior. In order to address Aim 2 as a school, Swinton Community Primary School has implemented a government created program that is part of the Primary National Strategy of Curriculum and Standards, called SEAL (Social and Emotional Aspects of Learning). Designed for primary school, the program "provides a framework for explicitly promoting social, emotional and behavioral skills, with built-in progressions for each year group within a school" (Department of children, schools, and families, 2007).

Our interview with the acting deputy head of the school about this program revealed that she goes into the classes and teaches lessons from SEAL to help promote social and emotional growth. However, she does state that the program gets pushed to the side on occasion, but that it isn't problematic because: "the overarching ethos of the school and the way that the school runs and the things that are important to the school means that all of those issues are addressed and addressed consistently by all members of staff but they may not be explicitly taught in a kind of open your PSHE (Personal, Social, Health Education) book, style of lesson."

This leads us to believe that often times, many of these values are taught implicitly within the school. She also addressed the issue that teachers do not often have time to teach Aim 2 explicitly because of the children's needs. After explaining that teachers focus on Aim 2 implicitly she stated that, "In a school like this where the focus has to be on getting the children to be able to achieve somewhere near national averages for literacy and maths and science when they're coming from such a low base, means that that has to be our priority." This shows that because students tend to perform low academically, teachers and administrators feel they need to first focus their energy on bringing up test scores, before focusing on social and emotional growth.

Throughout our interviews and observations spiritual aims were never directly or indirectly addressed. We, at Swinton, can deduce that the reason for this is because of religious education. The students are all involved in religious education at least once a week, where they meet for assembly and learn about different religions from around the world. Since it is addressed outside the classroom, the teacher is able to focus their energy on other aims that the National Curriculum emphasizes.

We believe that Swinton's purpose of schooling can be summarized by this quotation from Hailey Schultz: "I think schools should be an inclusive environment which means catering for each child's individual needs." The prevalent theme that we saw at Swinton is that the explicit teaching of Aim 2 is not always possible, but it is addressed implicitly through established classroom norms, school policies and the school atmosphere.

Caldot Primary School

The culmination of the analysis from the questionnaires, the interviews, and the observations has allowed us to draw several conclusions. First it was made clear through conversation and data collected from the questionnaires, that the type of school a teacher is teaching in directly affects their perceived beliefs regarding the purpose of education. Many teachers struggled at first to even complete the questionnaire, claiming that all of the statements were very circumstantial and that they were all of equal importance. After clarifying that they should rank the statements so that they applied to their experience as a teacher at Caldor, most teachers found it much easier to accomplish. Even during the interview, Ms. Hart stated that the students at Caldor were not coming to school equipped with academics skills, as students from more affluent areas may be. Therefore, she felt that if she was teaching in a school with a better socioeconomic status, she would prefer to teach more Aim 2 related lessons. When asked, most teachers agreed that if they were teaching students from a different socioeconomic status, they might change which Aim that they favored.

After interviewing the teachers, we also found that the teachers who instruct younger students feel the need to instill the academic skills that these students will need to succeed, such as stated in Aim 1. These teachers implied that the socioeconomic status of the students and their families meant that most of them were not coming to school with these skills in hand. On the other hand, teachers that had older students felt that the academic skills should already be in place by the time they reach the upper grades, allowing them more time to focus on the student's character education. If the teachers in the early years are spending so much time on just developing the important academic skills, then the teachers in the older years presumed that they would be allowed to spend more time focusing on personal, social, and moral development. Again these teachers felt that the values and morals students were receiving at home were not always conducive to expectations at Caldor, as well as the greater society as a whole.

Even though the teachers we selected to interview strongly favored one of the Aims, they all implied that there was a direct relationship between the two Aims. Not one of the teachers spoke negatively about the Aim that they did not favor and in fact

they all recognized the importance of that particular Aim. They also all stated that one cannot teach one Aim without the other in order to provide students with a well-balanced education. Whether you are explicitly teaching Aim 1, you may implicitly be teaching Aim 2. Therefore it is easy to conclude that teachers at Caldor are determined to give their students the education that they feel is necessary and in order to achieve that they must incorporate both of the Aims of the National Curriculum.

Winshire School and Technical College

British teachers are under increasing pressure to prepare their students for the standardized tests that they will encounter. Rather than attempting to fit Aim 2 aspects of the curriculum into their already busy schedule, it seems easier for teachers to work solely on Aim 1 aspects that they know will be on the tests. The students are not being tested for citizenship ideals and so teachers find it unnecessary to plan with those ideals in mind, especially when they could be using that valuable time focusing on core academics that will improve their students, their schools, and test scores. This was demonstrated throughout Winshire School, where numerous teachers expressed their frustration with lack of time and pressure to teach to the test. While discussing incorporation of Aim 2 aspects into her lesson planning, one teacher said, “With you know, five days a week, SATs, GCSEs , A levels, you don’t have time really, the required time to do all these things. I mean, it is important.” Teachers may recognize the importance of other aspects of the curriculum, but simply cannot find the time to do so.

Aim 2 is taught implicitly and usually in a response to behavior management issues. There is a difference between *teaching* students about morals and *telling* them about morals. The lessons we observed had only traditional content-based objectives. Of all the teachers, Mr. Sherman tried the hardest to teach his students the values of Aim 2, especially communication, respect, and listening skills. However his lesson objectives were still content driven. When Aim 2 was addressed in his classroom, it was about behavior. When the majority of students in Mr. Anderson’s class forgot their assignment, his response was to give a lecture on responsibility. Mr. Anderson was teaching Aim 2 implicitly because it was not part of the lesson objectives and was in response to students’ actions. Although Mr. Anderson lectured students on responsibility, he never

designed a lesson that's purpose was to teach students moral or social values. One goal of Ms. Smith's lesson was to build a structure of clay and spaghetti; the objectives on the board were concerned only with structure. Once the students started misbehaving, Ms. Smith began to yell about what it means to be a good person. This spontaneous reaction emphasized Aim 2 aspects, but was never present in formal planning for the lesson. It is evident from all three of these teachers that values underpinning Aim 2 are always mentioned in reaction to students exhibiting problematic behavior.

To argue that British educators ought to be explicitly teaching and assessing both Aims of the National Curriculum, one must first *believe* in the NC. Most teachers at Winshire School believe that education is about both academic achievement and preparing good citizens. Therefore, we make the assumption that the teachers believe in the balanced philosophy of the NC, regardless of whether or not they know it. Thus, it was somewhat surprising to see how little Aim 2 values appeared in instruction and assessment. The assessments we observed were almost entirely centered on content knowledge. Multiple choice and short answer questions were the most common forms of assessment. Such questions are formatted to receive explicit content driven responses. The assessment we viewed is in agreement with most teachers' treatment of the National Curriculum; there is no Aim 2 content to assess because Aim 2 is almost never taught. It is likely that most teachers ignore Aim 2 because the national tests only assess Aim 1. There is not a student assessment from the ages of four to eighteen in the UK that documents growth in character education. At the end of each of the four Key Stages, and in GCSEs and SATS in secondary school, British pupils are tested on content knowledge. With their scores hardly improving with the national standards, there is continuous pressure to focus on maths, science, and English. Until Aim 1 and Aim 2 are assessed equally, Aim 2 will likely to continue to be ignored by most teachers in formal instruction and assessment.

Wexham College of Business & Enterprise

In finalizing our research, we found several conclusions. First, we found that Aim 1 (content knowledge) is always dominant in classroom practices and explicitly taught. Academic goals are of predominant focus during lessons; Aim 2 ideals, like behavior

management and citizenship, are secondary. Our conclusions became most evident after classroom observations, when our expectations of each teacher we chose to study were verified. We expected Ms. Scott to focus more on Aim 1 ideals; our prediction proved correct, for her lessons were directed at specific academic materials and standards. One of her lessons specifically focused on reading comprehension instead of the moral and ethical values that arose in the book about American slavery. We believed Ms. James, would focus more on Aim 2 ideals; after observing her classes, we found that she effectively incorporated Aim 1 and Aim 2 ideals through the content of her lessons. Though most of the class time was focused on academic aspects of the lesson, she was able to effectively incorporate Aim 2 ideals with the material, for example, by encouraging students to make personal connections to the 2004 tsunami.

Because of the emphasis on content knowledge, teachers feel added stress and pressure in their workplace. Teachers struggle with a fear of failing to effectively pass content knowledge onto their students. If a teacher is not able to pass on content to their pupils, students will not excel on test and reach national standards for success, potentially putting her career in immediate jeopardy. This conclusion was obviously evident after interviewing both Ms. Scott and Ms. James. Despite explicitly stating she believed the purpose of schooling to be to help students become better individuals, Ms. Scott was hesitant to admit it, stating: "...if you ever tell anybody that I've been so piously talking..." In addition, she also stated that "by law, we have to deliver the national curriculum, so all of our students at work are tied to it." She was always acutely aware of what standards she needed to reach. Ms. James had a slightly different perspective, as her subject was not nationally tested in the same regard as the core subjects. However, she was still aware that she needed to incorporate literacy and numeracy skills in her lessons, as they are the key elements of education and "obviously you can't do that [teach the Aim 2 ideals] without all the other ones like literacy and numeracy."

V. IMPLICATIONS

Academic vs. Social Education

Throughout our research in London schools, we found a particular emphasis on Aim 1 with less of a focus on Aim 2 of the National Curriculum. However at Caldor Primary School, we found prominence placed on Aim 1 in the younger years of Nursery and Reception (3-4 year olds) as opposed to the older grades (Year 2 and above). A Nursery and Reception teacher at Caldor School stated that their major focus is teaching the basic skills of literacy and numeracy. They find these skills essential to successful academic progression. Also, the development of spiritual, moral and social skills for all students was described as crucial. The teachers of younger students stated that the children get everyday citizenship education at home, while they have no real opportunities at home to get the literacy and numeracy skills. Perhaps this is why the teachers of the youngest students at Caldor referenced the importance of starting to teach these skills as early as possible. These teachers felt that students had time to develop and nurture their own good character and citizenship skills at home as well as later in the older years of school, which is where we found a stronger focus upon Aim 2.

In an article by K. Newton, citizenship is defined as “a set of ordered relations between people that seek to avoid....a state of nature where life is solitary, poor, nasty, brutish and short” (Newton, 1999, p.3). Rather, there is a greater focus on security and well-being in one’s own community and achieving this through “effective, skilled, and knowledgeable public-spirited work to solve common problems” (Merrifield, 1997, p.322). Perhaps this is too complex a view of the outcomes of citizenship for Nursery and Reception students. Therefore, teachers at Caldor may have felt that older students would benefit more from the in-depth critical thinking and processing skills involved in becoming a good citizen as opposed to younger students who come in with no knowledge base and are in need of the basic skills.

With the implementation of the No Child Left Behind Act of 2001, the variation between the British education system and the American education system has markedly decreased. The framework of NCLB seeks to hold American public schools accountable

for the test scores that their students provide. The emphasis placed on tests is overwhelming, as researcher Lamb states, “The essentialist criteria of core academic courses and standards-based assessments have made their way to the pinnacle of today’s education system” (Lamb, 2007, p.33). Like the British National Curriculum, NCLB aims to make all schools and teachers accountable. The strict academic standards put in place by NCLB put pressures on teachers to focus on the material that is being tested. Although NCLB does not require a standardized curriculum to be put into place, the similarities between NCLB and the British National Curriculum allude to a future where the American government could mandate nationwide standards.

In the British schools we saw that the almost exclusive emphasis that was placed on academics often led to severe behavior management issues. Therefore, if American teachers are spending so much time preparing students for tests, ultimately character education and citizenship will be overlooked. In reference to this issue, Lewis argues that research shows that “these initiatives do enhance academic learning” and “that any role that schools might play and any values that they might endorse other than those embodied in NCLB are being squeezed out of shape” (Lewis, 2004, p.483). Even the British government believes in the importance of socializing students to be good citizens, as they made it one of their primary Aims. Yet as we found, there was no direct assessment for Aim 2 throughout any of the schools we worked in. If character education is not something that can be assessed then it will be undervalued, as teachers will simply not plan it into their daily curriculum. Furthermore, if the futures of the school and/or the teachers’ careers are in jeopardy due to the test scores of their students, they are going to place more of an emphasis on the academic skills that are required.

Curriculum Awareness and Teacher Training

Our research clearly shows that many teachers are uninformed about the National Curriculum and both its governing Aims. And why would they be? Teachers are not held accountable for personal social education (PSE) the way they are for subject matter. That is, there are no national exams to check on the progress of PSE. Requirements for teacher training are varied, suggesting a lack of consistent national educator standards. As a

result, there is no initiative to explore the various facets that comprise the National Curriculum either by primary or secondary school teachers.

When asked to explain the differences between the two Aims of the National Curriculum, one teacher at Swinton stated, "I don't read that stuff, I'm afraid." Teachers are not held accountable for reading up-to-date stipulations upon which to base their teaching. They simply know that reading, writing, maths, and science will be tested. A Winshire teacher described the differences without even knowing it. She said, "It's basically the common curriculum seems to be about engaging children. A lot of it seems to be about Every Child Matters and reaching out to all children regardless of their abilities. Literacy and numeracy across the curriculum seem to be quite heavily featured." This teacher is identifying both PSE and academic aims, but clearly has only had experience with the academic Aim 1. Aim 2 is wholly dismissed without any explanation or reference. Where did she find what to teach? Was she taught to look to the NC as a framework? This speaks to the basic problem of teacher training in England at the moment: inconsistent standards and expectations.

With the current frenzy to get more teachers into schools due to a chronic shortage, initial teacher training (ITT) is flexible. As stated by the British Training and Development Agency for Schools, "ITT comes in all shapes and sizes, providing options to suit everyone - no matter what your qualifications, experience, preferences, or personal circumstances" (2007). There is no mention of character education training on websites explaining ITT programs. The teacher preparation program prerequisites suggest that teachers should already have good character, but not that it is part of the taught pedagogy. Maybe they are relying on currently possessed qualities of good character to be expressed in the classroom. Most observations in the London schools showed implicit, not explicit, teaching of PSE.

Britain needs better teacher training programs. However easy this is to say, there is a strong pull between teacher quality and a teacher shortage. This has led to "concern as to whether the 'bricks and mortar' institutions of the Twentieth Century have the capacity to meet the volume of professional training required" (Mayes, 2000). Distance teaching models are one attempt to train educators without them having to attend classes.

The keys to the success of this program, which was piloted in California and later modified for the Open University of the United Kingdom, were based on "quality, access, flexibility, and costs" (Mayes, 2000). "Access" describes the need for ongoing and standardized teacher training. It reads, "access to teacher education is a critical factor, particularly in providing opportunities for professional upgrading for serving teachers or pre-service training to non-traditional entrants such as mature or second career entrants" (Mayes, 2000). In all, we found that the educators at our schools were not teaching Aim 2 because they did not know about it. If both Aims of the NC are to be accomplished, there must be changes in the assessments and teacher training.

A possible solution to the insufficient teacher training results in England is to institute nationalized professional development standards. This would ensure that all teachers were trained on the same issues and with a higher number of hours of student teaching. While this may be possible within a government that already has a national curriculum, like England, when we applied this notion to the United States it seemed unlikely. Since education is dealt with on a state-to-state basis, a limited government mandate would be the ideal solution. The federal government could set a minimum on the number of hours spent doing student teaching and professional development, and include a list of topics that must be covered. Among these would be federal achievement goals. The national government can tell the states what needs to be dealt with, but how it is taught or reviewed would be completely up to the individual states and essentially individual teachers. We felt that this would promote teacher autonomy, while at the same time maintaining consistency and accountability across the nation.

Disparity in Practices

It is evident that the data collected during our inquiry project shows a disparity between the Aims of the British National Curriculum and the practices of the schools and teachers. Through the teachers' questionnaires, interviews, and our observations it was found that although the NC is comprised of two aims for student learning, the practices of teachers emphasized Aim 1- a more academic aim- over Aim 2- a social, and emotional aim. This disparity between what the NC mandates and teachers' classroom practices were evident in both the primary and secondary schools.

Ms. Scott, a teacher at Wexham, favored Aim 1 not only in her questionnaire but also in her interview and teaching practices. She admitted that the Aims played a part in her lesson planning and teaching because it is part of the law. However, when she said that the National Curriculum played a “significant part,” she was referring only to the academic Aim. Her lessons were overly focused on academic aspects of learning and on content knowledge that she felt was important for students to learn. The teachers and atmosphere at Wexham focused on Aim 1, and Aim 2 was taught only as a reaction to behavior or implicitly through an academically based lesson. This philosophy of putting Aim 1 first held true in Winshire as well.

At Swinton Community Primary School all three teachers found aspects of Aim 1 to be important. Ms. Hancock found Aim 1 and Aim 2 of equal importance but felt pressure to teach Aim 1 and was aware of the fact that Aim 2 was a secondary goal in her classroom. While observing Ms. Schultz it was apparent that all the explicit content of her lesson was academic. All three teachers interviewed said they had time for academic instruction but did not feel they had time to explicitly teach Aim 2.

The British National Curriculum itself contains a great disparity. In the beginning it claims that the two Aims are interdependent and look as though they are of equal importance. However, as you continue to read the NC, far more attention is given to the statutory subjects. These subjects are given 82 pages of teaching requirements in the NC (Chatzifotiou, 293), whereas the non-statutory subjects are given several paragraphs of suggestions. Chatzifotiou states that:

The statutory part of the National Curriculum contains the school subjects that address tangible types of knowledge. This seems to show that it promotes information-based knowledge. On the other hand, the non-statutory guidelines with PSHE and citizenship education and the other aspects of the curriculum constitute part of pupils’ holistic development. These guidelines are not reinforced by any attainment targets and the only links that one can find between these two parts of the curriculum are limited to suggestions (295).

If this great disparity lies within the NC, one is to suspect that this disparity would play out in teachers’ practices as well, which has great implications for the United Kingdom education system. Teachers are not teaching the Aims equally and interdependently; therefore the Aims of the NC are not being fully met.

If students do not gain the benefits of the social and emotional portion of the NC, they are not being properly prepared for the world outside of education. As Diana Hancock of Swinton said, “It is important that children learn to interact and socialize because eventually they are going to be part of the big wide world.” Aim 2 deals with skills that are important for being “part of the big wide world” and without them students will not be able to function well in the work force. If the teachers are seeing this dichotomy between what the NC is asking and what is actually happening in the classroom it is their responsibility to step up and tell their administrators what they need to be able to accomplish the goals of the NC.

The difference between the NC and teacher practice has vast implications for the United States since this country now emphasizes testing and accountability. If the United States wants to learn from the NC, it would be fair to say we must hold students and teachers accountable for *all* desirable outcomes. If outcomes are not checked (as the social aim of the NC is not) they will be accomplished to a lesser degree and will certainly be of less importance to those goals that are being assessed.

Restricted Pedagogy

Teachers focus their lessons on Aim 1 (content knowledge) because testing is primarily used to track students’ academic potential and success. Individual teachers and the academic institution as a whole feel the pressure of having their students succeed in the national exams that are mandated by the British government. These exams pertain to the Aim 1 values; therefore lessons in mathematics, science, and English content prevail in the classrooms. Many teachers have said that they would like to do more Aim 2 (citizenship) related activities, but feel that they do not have the time. Most observable Aim 2 teaching is either a secondary notion in the lesson, or a response directly related to the behavior of a student. Since Aim 2 is not strictly tested, it receives less attention than Aim 1.

The focus on Aim 1 in the national assessments is causing the acquisition of content to become the dominant facet of education. Teachers are losing creative license in their classrooms. Lessons are becoming academically saturated scripts, and freedom of expression and choice are disappearing. Teaching solely “to the test” is becoming a

common practice, and is almost expected. At this rate, the practice of “teaching to the test” will become mandatory. The pressures applied to teachers and schools for the success of their students on these academic exams pushes the Aim 1 content in the classroom, resulting with an over emphasis on content, causing pedagogy to be restricted.

The results of our study aligned with that of researcher Athanasia Chatzifotiou. Each school involved in our study found teachers whose classrooms were dominated with Aim 1 ideals. Some of the teachers interviewed were not even aware of the two Aims of the NC and their definitions. Teachers are being trained and encouraged to focus predominantly on content knowledge in their daily lessons without knowing the government’s aspirations for the curriculum. Teachers are informed of the standards their students need to meet academically, but are not explicitly told to attend to their physical, social, or emotional needs and interests.

At Wexham, we talked to Ms. James, a Geography teacher who was overworked with barely enough time to sit down for an interview. She had so many responsibilities for her students in the classroom and preparing for future tests that she was in a state of panic on a regular basis. Likewise, Ms. Brown, a social science teacher from Winshire, stated in her interview that there was not enough time in the week to teach everything for the various tests. While she said the Aim 2 values should be encouraged, she felt that those values should mainly be taught in the home sphere.

In the primary grades, Ms. Schultz, a Year 5 teacher from Swinton, agrees with this notion, stating that she is there to teach the academic content, and that there are others in the community who can teach the social and emotional aims. Although none of the interviewed teachers at Caldor specifically mentioned testing Ms. Hart, a reception teacher, and Mr. Jackson, a Year 2 teacher, both stated the importance of Aim 1 in schooling. While Ms. Hart stated that her focus is to teach her students the basics of reading and writing so they can succeed in the future, Mr. Jackson stated that the main purpose of schooling for children was academic.

The Bush administration apparently looked to British educational law to create the No Child Left Behind Act of 2001, and have also used classroom climate initiatives that were born in England and other parts of Europe. The British education system has

been bombarded with testing, and the same strategies are continuing to expand in the United States. If this trend, with the added emphasis on teaching to the test, continues, teachers will become over-stressed and overworked. They will fear “not making the grade” in the classroom and facing the possibility of job elimination. Schools will also be faced with the issue of improving their test scores or closing down, which will only emphasize the push from the schools to teach the materials on the test, while shelving all other forms of education. Furthermore, teacher preparation programs will train young educators to cater to the tests and not to the needs of their future students. Teaching will become a hopeless profession, for no one wants to be a puppet throughout their whole career.

Students will also suffer with a lack of choice in school curriculum. The classroom will become a strict, authoritarian environment. Elective classes that once may have intrigued students’ personal interests will become a thing of the past. If it is not tested, the material will be marginalized, ignored, or scrapped from the curriculum altogether. Students will lose interest in school at higher rates; with nothing but test preparation to look forward to, pupils will dread school day in, and day out. The solitary focus on academic matters resulting from testing will not only hinder pedagogy but it will also hamper the lives of the students. This will create a population that, one day, may know how to do calculus, but have no idea how to share a calculator.

Aim 2 Assessments

The majority of teachers we observed do not explicitly include Aim 2 PSE skills in their lesson objectives. Since Aim 2 is not tested on national exams, teachers emphasize Aim 1 content over teaching the social and cultural values in Aim 2. If England were to restructure their testing for national exams and evaluation of schools, Aim 2 could become an equal part of the curriculum. It is possible to find alternative ways to assess students and schools besides standardized testing. The current national exams focus entirely on academic content. Some schools in the United States and United Kingdom have tried using performance based assessments and have been successful (US Board of Education *Improving America's School: A Newsletter on Issues in School Reform*). It is clear that in order for teachers to pay attention to Aim 2, there needs to be

a move away from high stakes testing, and toward more holistic assessment of schools and pupils.

Year long projects or portfolios are one way of assessing Aim 2 in schools. Students would have to compile their best work and select random samples to put in a portfolio that will be reviewed by teachers and administrators. Students can also reflect on what they have done and their own development as a learner. This will assess students' progress, but also demonstrate the student's moral and social development. Most performance based assessment involves demonstrations or presentations (US Board of Education *Improving America's School: A Newsletter on Issues in School Reform*). It is a flexible assessment that could be used for group or individual work and cater to students' interests and demonstrate skills found in Aim 2. Projects and experiments are another way to assess Aim 2. For example, students could create a charity, petition a law they would like changed, mentor younger students, or examine their own faith. There are many options schools could use for these type of assessments to incorporate Aim 2 into the curriculum. In the current state of high stakes testing, we feel there should be legislation in both Britain and the United States to ensure that all students have a least one class addressing the ideals of PSE every semester. In this way, teachers and students are forced to make time to cover PSE, where they have been able to ignore them in the past. If policy makers are as committed to creating well rounded citizens as the Aims of NC suggest, this would seem to be a logical extension of that law.

Politicians, parents, and communities are looking for accountability in schools, which has led to an emphasis on standardized testing. Student and school progress are measured solely by these standardized tests, which are not an accurate portrayal of the students or the schools. This creates paranoia which leads to a high stakes testing environment that ignores elements of the curriculum. Given the increasing achievement gap in the United States despite a heavy emphasis on high stakes testing, it is clear that American education needs a new direction. That is not to say that we are against academic assessments. Tests, such as the CAPT, do highlight the academic strengths and weaknesses of students, teachers, and schools; however, they should represent only a small portion of the criteria used to evaluate school performance. Schools are like people: each possesses its own unique strengths, weaknesses, and problems. Thus to look

at test scores to assess a school would be like using a photo to judge someone's personality.

Closer to Home: Implications for the American Education System

The findings of this inquiry project come amongst a string of shocking new studies and polls comparing the American correction and education systems. As a group, we do not operate without bias. We all agree that character and citizenship education is a critical part of schooling, as important if not more important than academic achievement. In London, we found that many teachers share these values; however, pressure to perform on tests forces them to focus their explicit instruction on academic goals, not unlike the trends in American education in the wake of NCLB.

Recent studies and polls suggest that the American education system is failing many of its students when it comes to character and citizenship education. A recent Pew Center report shows that 1 out of every 100 American adults is currently incarcerated. An even more staggering statistic shows that members of the American minority population are more likely to be in prison than white citizens; 1 in 36 Hispanic men is behind bars, and 1 in every 15 black men are incarcerated. These statistics suggest that though almost all American schools profess a dedication to creating successful adults able to function as productive citizens within a democracy, they may not be doing enough to achieve this goal. We feel that the problem starts at the top, with national and local governments neglecting their responsibility to ensure school success with appropriate resources and funding. For example, the same report shows that the rate at which states have increased their funding of correction facilities is increasing at six times the rate of their higher education funding. In 2007, states spent \$49 billion on corrections, a 127% increase from 1987. The Pew Report states that at this rate, states will spend \$25 billion more by 2011. Connecticut has much to worry about. The Pew Report states that for the first time, there are five states spending more on corrections than higher education: Connecticut, Vermont, Oregon, Michigan, and Delaware.

Though these statistics are frightening, we look at them in light of our own research and see another shortcoming in American education. While extensive resources

are exhausted teaching children how to write five paragraph essays, study the format of mock exams, learn shortcuts in math to finish the test more quickly, and even fill in bubbles, minimal resources are allocated to teach kids how to be good people. Perhaps we can find a more beneficial balance to the resources that are dedicated specifically to academics and test preparation and try to balance them out with increased emphasis on character education in a curriculum that continues past the elementary grades and through high school. Character education in both America and Britain seems to mirror the patterns in funding: teachers wait for inappropriate behaviors as the government waits for citizens to commit crimes. Then they react: teachers with a reprimand or a detention, the government with a prison term.

One is forced to wonder why, when such a huge portion of the American population is ending up in prison, is our accountability system so hyper-focused on getting students to pass tests. We strongly believe that if we are to reverse this trend their needs to be significant reform in Academic legislation focused not on unattainable goals of 100% passing rates on standardized tests, but on lowering the percentage of students who end up in jail. This of course will require that budgets be reconsidered so that more money is spent on education than corrections, not to mention the additional 100 billion dollars per year that would be available if America were to end its involvement in Iraq. Economically, this shift makes sense. It costs far less to educate a student for a year, than it does to incarcerate a criminal for a year. Though the challenge is immense, it should begin with a simple shift in outlook, from No Child Left Behind, to No Child Left in Prison.

"All this will not be finished in the first 100 days. Nor will it be finished in the first 1,000 days, nor in the life of this administration, nor even perhaps in our lifetime on this planet. But let us begin."
- Pres. John F. Kennedy

VI. QUESTIONS FOR FURTHER RESEARCH

- What is the status of professional development in British schools? Do the school, district or governmental powers decide its' parameters?
- Does age or experience of the teacher play a role in reference to when Aim 1 or 2 should be taught more explicitly?
- Is the heavy emphasis on academics due to testing pressures in the early years lead to behavior management issues in the later years?

Appendix A: *Purpose of Schooling*: Teacher Questionnaire, UConn Master's Program

Please read the following statements and rank them from one to ten in order of how you view their importance.

Let 1 represent the statement that you think is the MOST important.

Let 10 represent the statement that you think is the LEAST important.

Please read ALL statements prior to ranking them – You may only use each number once.

___ Schooling should build on pupils' strengths, interests and experiences.

___ Schooling should promote pupils' self-esteem and emotional well-being.

___ Schooling should give students skills of literacy, numeracy, and information and communication technology.

___ Schooling should provide rich contexts to acquire, develop and apply a broad sense of knowledge.

___ Schooling should develop students' abilities to relate to others, work for the common good, and be able to contribute to the development of a just society.

___ Schooling should help students to become responsible and caring citizens.

___ Schooling should develop students' physical skills and encourage them to pursue a healthy lifestyle.

___ Schooling should develop students' principles for distinguishing between right and wrong and pass on enduring values.

___ Schooling should give them the opportunity to become creative, innovative, enterprising, and capable of leadership.

___ Schooling should develop awareness and understanding of and respect for the environments in which they live.

Would you be willing to discuss this further with us?

Yes_____

No_____

If yes, please write down your name, the subject that you teach and the best way for us to contact you (either at your room or through email)

Name_____

Subject_____

Contact Information_____

Comments_____

Appendix B: Observation Sheet 1- Teaching Content of Aim 2

Teacher: _____ Class Subject/Level: _____

Class Start Time: _____ Class End Time: _____

Codes for Teaching (Observable Teaching)- If applicable, use as many codes as needed

CIT: Citizenship MOR: Moral SPI: Spiritual CUL: Cultural SOC: Social

CE: Character Education CON: Content

Activity Codes

DEM: Demonstration

PRO: Project

NAA: Non-Academic Activity

AA: Academic Activity

DIS: Discussion

RD: Reading

O: Other

Group Codes

I: Individual

G: Group (Total Class)

SG: Small Group

(Optional Student Reaction)

(+): Positive Response to Teaching

(-): Negative Response to Teaching

Codes for Observation

EX: Explicit IM: Implicit

Notes:

Time	Observable Teaching	Activity	Group Size	Observation	Student Reaction

Observation Sheet 1: Definitions of Codes for Teaching Content of Aim 2

Observable Behavior

CITZ: Citizenship; ideas based on the idea/practice of citizenship, making one a better person

MOR: Moral; differentiated between right and wrong, crime, or law addressed

SOC: Social; manners/politeness, what is/is not appropriate in society or larger community as well as smaller community (school, classroom), customs/norms of society.

CUL: Cultural; diverse cultures are expressed or explained

CE: Character Education; how to be a “model” citizen is addressed

Activity Codes

DEM: Demonstration

PRO: Project

NAA: Non-Academic Activity

AA: Academic Activity

DIS: Discussion

RD: Reading

O: Other

Codes for Observation

EX: Explicit; teacher literally states ideas or behaviors, explain and promotes behaviors actively, teacher INTENDS to teach behavior

IM: Implicit; teacher subtly cues in support of behaviors, not fully stated, can be seen in teacher’s behaviors as a model: teacher DOES NOT INTEND to teach behavior, but does it anyway.

Group Codes

I: Individual

G: Group (Total Class)

SG: Small Group

Student Reaction

(+): Positive Response to Teaching; Student(s) positively react to teacher’s advocating; they respond with appropriate behavior, actively contribute to class, respect the class itself, etc.

(-): Negative Response to Teaching; Student(s) negatively react to teacher’s advocating; they talk back, ignore teacher, act disrespectful, etc.

**NOTES: After observation period concludes, data collector should reflect on overall class observation. They should summarize teacher’s behavior and general teaching practices, and include any unique or special things observed that day. Also, they should include whether or not they believe this teacher is an advocate for Aim 2 of the BNC.

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