

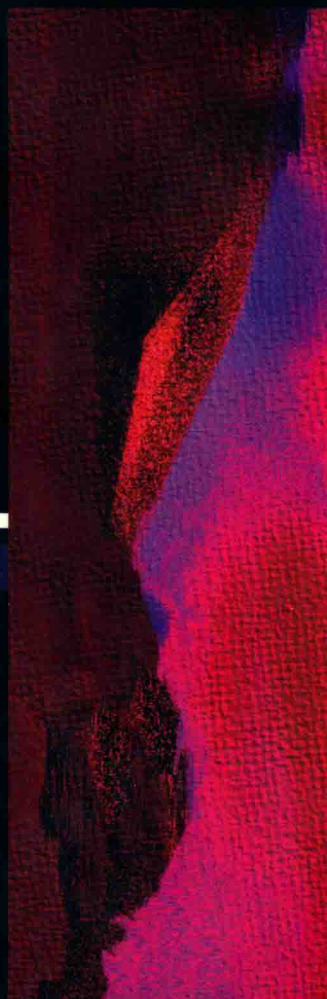
COND EDITION

# Becoming a Teacher

Issues in  
Secondary  
Teaching

edited by

**JUSTIN DILLON**  
**MEG MAGUIRE**





# **Becoming a teacher**

Issues in secondary teaching

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**Second edition**

Edited by  
Justin Dillon and Meg Maguire

OPEN UNIVERSITY PRESS  
Maidenhead

Open University Press  
McGraw-Hill Education  
McGraw-Hill House  
Shoppenhangers Road  
Maidenhead  
Berkshire  
SL6 2QL

email: [enquiries@openup.co.uk](mailto:enquiries@openup.co.uk)  
world wide web: [www.openup.co.uk](http://www.openup.co.uk)

First published 2001  
Reprinted 2001, 2003

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A catalogue record of this book is available from the British Library

ISBN 0 335 20861 4 (pb)

*Library of Congress Cataloging-in-Publication Data*

Becoming a teacher: issues in secondary teaching / [edited by] Justin Dillon and Meg Maguire.—2nd ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-335-20861-4 (pbk.)

1. High School teaching—Great Britain. 2. High school teaching—Social aspects—Great Britain. 3. Classroom management—Great Britain.

4. Curriculum planning—Great Britain. I. Dillon, Justin. II. Maguire, Meg, 1949—

LB1737.G7B43 2001

373.1102'0973—dc21

00-068825

Typeset by Graphicraft Limited, Hong Kong  
Printed and bound in Great Britain by Biddles Ltd, [www.biddles.co.uk](http://www.biddles.co.uk)



# Becoming a teacher

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Second edition



## Notes on contributors

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*Stephen J. Ball* left King's in 2001, after 15 years, to become Karl Mannheim Professor of the Sociology of Education at the University of London Institute of Education. He is editor of the *Journal of Education Policy* and a fellow of the Academy of Social Sciences. He is author of *The Micropolitics of the School* (1987), *Politics and Policy-making in Education* (1990), *Education Reform* (Open University Press 1994), *Markets, Choice and Equity in Education* (with Sharon Gewirtz and Richard Bowe, Open University Press 1995) and *Choice, Pathways and Transitions Post-16* (with Meg Maguire and Sheila Macrae, 2000). He is the editor of *Sociology of Education: Major Themes* (4 Volumes) (2000).

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*Ann-Marie Brandom* taught religious education (RE) in central London for 10 years before joining King's in 1998 where she is now responsible for the PGCE in RE and the RE INSET programme. Her research interests include the cognitive abilities of pupils in relation to religious and theological understanding. She co-edited *Learning to Teach Religious Education in the Secondary School* (2000).

*Gill Close* was the head of mathematics in a London comprehensive school before joining Chelsea College in 1983, prior to it merging with King's. From 1989–94 she directed the team writing the first Key Stage 3 Mathematics tests. She has worked on and directed a number of assessment projects and has research interests in both assessment and initial teacher education. She is currently the PGCE Director.

*Alan Cribb* joined King's in 1990 having previously worked for the Centre for Social Ethics and Policy and the Department of Epidemiology and Social Oncology, University of Manchester. His research interests include moral and political philosophy and applied ethics. He is the editor of *Health Care Analysis, An International Journal of Health Philosophy and Policy*.

*Justin Dillon* taught in London schools for nine years. Since joining King's in 1989, he was the deputy course director for the PGCE for several years and the course organizer of the part-time PGCE. He is now the director of the International Education Unit. He is a primary school governor and co-edited *Learning to Teach Science* (1995) with Martin Monk. He is the assistant editor of *Science Education* and his research interests include teacher development and environmental education.

*Bob Fairbrother* has taught science in a number of schools, has been an examiner and awarder for the GCSE and A level, and was a member of the SEAC/SCAA Science Subject Committee. He has done research into problems of assessment, has many publications in this area of work and has lectured widely at home and abroad. He is currently a visiting senior lecturer at King's.

*Brenda Gay* has taught in both the independent and maintained sectors, was headmistress of a girls' independent school and has worked in teacher education and educational research. She joined King's in 1996 and coordinates the PGCE in classics education. She is the programme director for the MA in classics education and has published in a wide range of areas,

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*Sharon Gewirtz* is a professor of education at King's. Her books include *Markets, Choice and Equity in Education* (with Stephen Ball and Richard Bowe, Open University Press 1995), *New Managerialism, New Welfare?* (with John Clarke and Eugene McLaughlin, 2000) and *The Managerial School: Post-welfarism and Social Justice in Education* (2001).

*Peter Gill* taught physics and mathematics at secondary and tertiary level for 18 years including four as head of science in a large comprehensive school. After joining King's, originally to run INSET courses on National Curriculum assessment, he took over responsibility for the mathematics PGCE for three years. His main research interest is the learning of mathematics within the context of science. He has recently become involved in a number of projects associated with widening access to higher education.

*Roxy Harris* is a lecturer in the Department of Education at King's. He has worked extensively with teachers on questions of language and education. He has a particular interest in the relationships between language, power, ethnicity and culture and has researched and published on these issues, including *My Personal Language History* (1988) and *Language and Power* (1990).

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*Sally Johnson* taught biology and environmental science for 13 years in London and has extensive experience of post-16 education. She was the senior tutor for A level students in a college of further education and was also interested in the provision of vocational courses. Sally joined King's in 1991 and is involved in initial teacher education as well as large in-service programmes in Nigeria and South Africa. Her research interests include the implementation of General National Vocational Qualification

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*Constant Leung* taught in schools and worked as advisory teacher and manager in local education authorities for 15 years. His research interests include curriculum development and language policy. He joined King's in 1999 and is active in promoting continuous professional development for teachers working with linguistically diverse students. He was the founding chair of the National Association for Language Development in the Curriculum (NALDIC). He has written and published widely on additional/second language education issues both nationally and internationally. His publications include *English as a Second Language in the Mainstream: Teaching, Learning and Identity* (with Bernard Mohan and Chris Davison, 2001).

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*Meg Maguire* taught for many years in London including a spell as a headteacher. She is the course leader of the modular MA at King's and has published widely on teacher education and issues of equity.

*Bethan Marshall* taught English in West London comprehensives for nine years before taking up her current post at King's, a job she combined for five years with that of advisory teacher in English, media and drama. She has written widely on the subject of English teaching and is author of *English Teachers – The Unofficial Guide* (2000).

*Alison Millett* has considerable experience in primary teaching and management in Inner London and has also managed and taught on an early years course in further education. Since moving to King's she has held the post of research fellow on the Evaluation of the implementation of National Curriculum mathematics; completed a PhD on innovation and change in primary mathematics; and been project director of the ESRC funded OFSTED and Primary Maths study. She is currently working on 'Whole School Action on Numeracy', part of a large programme of research funded by the Leverhulme Trust.

*Martin Monk* has worked as a science teacher and teacher trainer for 30 years. He contributed to and was the joint editor of *Learning to Teach Science* (1995) and *Good Practice in Science Teaching* (Open University Press 2000). He has published research on teacher development, science education and classroom practice. His work has taken him to Belize, the



former Czechoslovakia, Egypt, India, Indonesia, Lesotho, Nigeria, South Africa and Uzbekistan.

*Michael Poole* taught physics and religious education during a period of 14 years at Forest Hill School in London. He then spent three years preparing and broadcasting radio programmes on science and religion before taking up a post as Lecturer in Science Education at King's. His research interests are in the interplay between science and religion, with special reference to its educational context, and his research includes a study of sixth formers' views on these issues. In 1998 he was presented with an international award from the Templeton Foundation for quality and excellence in teaching science and religion. He has written a number of books as well as some sixty papers and articles on issues of science and religion, their relevance for science teachers, religious education specialists and for general readership.

*Michael Quintrell* was a comprehensive school teacher for 17 years (including 13 as head of an English faculty) before working for an LEA inspectorate in the development and evaluation of INSET. During his time at King's he was responsible for the English PGCE before becoming PGCE Director. His research interests include the promotion of speaking and listening and their assessment, class management, pastoral care and pupil grouping. He has now returned to teaching English.

*Diane Reay* taught in inner London schools for 20 years. For much of that time she was responsible for home-school liaison. Her doctoral work, published as *Class Work* (1998) was an ethnographic study of parental involvement in primary schools. Since joining King's she has continued to research and publish widely in the area of home and school relationships across both primary and secondary sectors. Currently she is co-organizer of an ESRC seminar series, 'Parents and Schools: Diversity, Participation and Democracy'.

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*Martin Thrupp* joined King's in 2000 after moving to the UK from New Zealand. Previously he was a secondary school teacher for six years, and lectured at the University of Waikato where he edited the *New Zealand Journal of Educational Studies*. His research interests include educational

reform, social class and education, and critical approaches to school effectiveness, school improvement and educational management. He edited *A Decade of Reform in New Zealand Education: Where to Now* (1999) and is the author of *Schools Making a Difference: Let's Be Realistic!* (Open University Press 1999) which won the 1999 Standing Conference on Studies in Education (SCSE) Education Book Prize.

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*Dylan William* taught in inner London for seven years before joining the Graded Assessment in Mathematics project in 1984, developing innovative assessment materials in mathematics. He ran the mathematics PGCE at King's from 1986 to 1989 after which he coordinated the work of the Consortium for Assessment and Testing in Schools developing assessment tasks for the National Curriculum. It was during this period that he developed his interest in education law. He divides his research time between educational assessment and mathematics education, where his main interest is the effects of ability grouping. He is currently Professor of Educational Assessment and Assistant Principal at King's.

*Andy Wright* is a lecturer in religious and theological education at King's. Before entering higher education he was head of religious education in three contrasting secondary schools. He has been responsible for PGCE religious education courses at the London Institute of Education, Roehampton Institute and King's. He is currently director of King's MA Religious Education programme and coordinator of religious education research students. He is the author of *Spiritual Pedagogy* (1998), *Spirituality and Education* (2000) and co-editor, with Ann-Marie Brandom, of *Learning to Teach Religious Education in the Secondary School* (2000). His research interests currently focus on the development of religious literacy.



# Introduction

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Justin Dillon and  
Meg Maguire

If you are learning how to be a teacher, then this book has been written for you. It has been written by a group of people who have two things in common. The first is that they have devoted most of their lives to education – teaching, researching or a combination of the two. The second thing that they have in common is that they have all worked in the Department of Education at King's College London. Those two powerful bonds have resulted in what you hold in your hands – thoughts, ideas, words, questions, answers, wit and wisdom.

Some time ago, a visit from Her Majesty's Inspectorate encouraged us to look at the amount of reading that our own PGCE students did. For many reasons, including accessibility of libraries, the cost of books and funding, the amount of reading that students did was much less than we thought appropriate. Looking around we could not find an appropriate textbook that addressed the issues that we knew concerned our students. So we wrote one ourselves – for internal consumption. It proved to be popular so, with the help of Open University Press, we produced, in 1997, a more polished version. The first edition proved to be popular and had to be reprinted. However, education changes rapidly and books date – even if many ideas remain valid over decades. We decided that a second edition could and should be written.

This edition contains three more chapters than the first edition. There are new chapters on inspection, parents, citizenship and school and teacher quality. There are some new contributors and many new ideas and issues. However, the overall philosophy of the book remains unchanged. This is not a tips for teachers book – although some chapters do focus on technical issues. Each chapter is designed to give you some background in terms of, say, historical context and to illuminate the key issues that you will be faced with every day. Some of the chapters should enable you to make sense of what goes on in school and should help you to gain an overview of a particular topic. The authors have tried to give you evidence to

support points of view – there is too much unsubstantiated opinion in education that has affected teachers and children detrimentally for too many years. This book will give you some evidence from the literature to back up, or maybe to challenge, your own opinions and experience.

Much of teaching relies on confidence. You need to be confident in your knowledge of your subject. Your students need to be confident in you as a teacher. You need to appear confident when you work with a class. Confidence can develop through experience and through feedback from other people. This book is designed to help you to become more confident in your understanding of what learning to teach involves. There will be much in this book that you have not thought of before – things that you disagree with or things that you feel are obvious. It is designed to be dipped into rather than read sequentially and, we hope, will point you in the direction of further reading.

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## How to use the book

Each chapter is designed to be read on its own although you will find recurrent themes. If you are doing an essay on a topic such as learning or special educational needs or you feel that there are areas of education about which you know very little, then you can use the chapters here as starting points. Some of the chapters are linked in terms of content, so if you're interested in learning, you will find that the chapters on adolescence, differentiation and assessment are interrelated. Indeed, the complexity of education is what makes it such an interesting area to work in.

The book is divided into four major sections. We have called Part 1, First thoughts, because it sets the scene – addressing some fundamental areas of concern for a new teacher.

Part 2, Policy, society and schooling, provides a grounding in the broader context in which education sits. As well as looking at the historical roots of the problems facing teachers and learners, particularly in the inner city, the part provides a vision of alternative and possible futures.

In the classroom, most of your concerns will be more immediate than those outlined above and Part 3, Teaching and learning, is a collection of interrelated articles addressing issues such as classroom management, adolescence and assessment. In each chapter you will find practical advice based on sound theoretical understandings as well as some key issues to consider.

Part 4, Across the curriculum, appears daunting. The responsibilities of teachers beyond that of subject specialist has grown steadily over the years. The authors of the chapters in this part provide information about roles and responsibilities in areas including health education, information technology, literacy and citizenship. A key role that almost all new teachers now find themselves in is that of form tutor – the final chapter in the part looks at some of the roles and responsibilities involved.

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**And finally**

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In putting together this book we have tried to emphasize the three Rs: reading, reflection and research. Good teachers are able to learn from their experiences, reflecting on both positive and negative feedback. The best teachers are often those who not only learn from their experience but also learn from the experiences of others. Reading offers access to the wisdom of others as well as providing tools to interpret your own experiences. We have encouraged the authors contributing to this book to provide evidence from research to justify the points that they make. We encourage you to reflect on that evidence and on the related issues during the process of becoming a teacher. Over to you.



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## Part 1

# First thoughts

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