

# SECONDARY School Teaching & Educational Psychology

David Galloway  
and Anne Edwards



*The effective teacher series*

*THE EFFECTIVE TEACHER SERIES*

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# ***Secondary School Teaching and Educational Psychology***

*David Galloway and Anne Edwards*



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***Secondary School Teaching and  
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## ***THE EFFECTIVE TEACHER SERIES***

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## EDITOR'S PREFACE

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This new series was inspired by my book on the practice of teaching (*Effecting Teaching: a practical guide to improving your teaching*, Longman, 1982), written for trainee teachers wishing to improve their teaching skills as well as for in-service teachers, especially those engaged in the supervision of trainees. The books in this series have been written with the same readership in mind. However, busy classroom teachers will find that these books also serve their needs as changes in the nature and pattern of education make the in-service training of experienced teachers more essential than in the past.

The rationale behind the series is that professional courses for teachers require the coverage of a wide variety of subjects in a relatively short time. So the aim of the series is the production of 'easy to read', practical guides to provide the necessary subject background, supported by references to guide and encourage further reading, together with questions and/or exercises devised to assist application and evaluation.

As specialists in their selected fields, the authors have been chosen for their ability to relate their subjects to the needs of teachers and to stimulate discussion of contemporary issues in education.

The series aims to cover subjects ranging from the theory of education to the teaching of mathematics and from primary school teaching and educational psychology to effective teaching with information technology. It will look at aspects of education as diverse as education and cultural diversity and pupil welfare and counselling. Although some subjects such as the legal context of teaching and the teaching of history are specific to England and Wales, the majority of subjects such as assessment in education, the effective teaching of statistics and comparative education, are international in scope.

*Elizabeth Perrott*

## **AUTHORS' PREFACE**

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The 1980s saw far-reaching changes in the education system in Britain. While the introduction of the National Curriculum and local management of schools in the 1988 Education Reform Act had the greatest impact on school and classroom practice, the Education Acts of 1980, 1981 and 1986 each placed additional demands on teachers. One of the few things that successive Secretaries of State for Education and Science had in common with most teachers was a desire to raise educational standards. The legislative framework within which schools operate can facilitate or impede this goal, but the full effects of the 1988 Act, for better or worse, will probably not be evident until we are at the next millennium.

Nevertheless, it is quite clear that educational standards are not raised simply by ministerial, nor even parliamentary, diktat. They are raised by teachers who have a clear understanding (a) of the varying influences on children's development both in school and outside it and (b) of the processes that help children develop into effective, active learners, increasingly willing to undertake intellectually challenging tasks and increasingly able to take responsibility for much of their own learning. The rationale for this book is that educational psychology makes an important contribution in each respect. In other words, we aim to show how the psychology of education extends our understanding of teachers' day-to-day work in the classroom as well as of children with particular problems.

In writing the book we took a broad view of what constitutes educational psychology. Thus, we refer to research from developmental, social and clinical psychology where this has obvious implications for the world of the school. For the same reason we make no apology for giving prominence to work on classroom interaction that falls into the grey area between the psychology and the sociology of education.

Our overriding consideration, though, was that the book should address the immediate concerns of secondary school teachers. It should stand or fall by the extent to which it recognises their concerns and helps teachers to make sense of their work with children. Educational psychology no longer enjoys its former prominent place in initial teacher training. This is partly the result of changes in teacher training imposed by the government. It is also the result of widespread

and entirely legitimate dissatisfaction with much of what has in the past been taught in the name of educational psychology. In particular, we aimed to avoid three common criticisms:

1. Many books, and the courses on which they were used, were over-theoretical, with insufficient links between theory and classroom practice. Consequently, they did little to extend teachers' understanding of their own work in the classroom.
2. Few books, if any, have made any serious attempt to identify the common ground between educational psychology and other disciplines, such as the sociology and philosophy of education.
3. There was often an over-emphasis on the psychology of the individual child, with a correspondingly inadequate attention to children's learning in the social context of the classroom.

If our book was to be useful, we believed it would have to avoid a 'Cook's Tour' approach to educational psychology, with its comprehensive but necessarily superficial itinerary through all the main centres of influence. A consequence of this decision was that it demanded an inevitably idiosyncratic selection of the work of psychologists which seemed to us of greatest importance for teachers. In particular, four themes recur throughout the book:

1. The varied and interacting influences of home, the extended family, the school and the classroom (among others) on children's development.
2. The interactive nature of teaching, and the ways in which teachers and children affect each other's behaviour.
3. The importance, both for teachers and for children, of 'metacognitive' skills, i.e. the ability to reflect on the nature of a task, to recognise the demands it makes and to identify appropriate ways of overcoming them.
4. The links between educational psychology and other disciplines.

The final point deserves further explanation. The interests of psychologists do not arise purely from the disinterested pursuit of knowledge. They are grounded in philosophical views of the aims of education and the nature of childhood. Further, many of the concerns of educational psychologists are shared by sociologists and by philosophers. We aim to make these links explicit.

### ***Scope of the book***

Educational psychology contains two related but oddly independent traditions. First, the principal concern of educational psychologists

employed by LEAs is to provide guidance and advice about the education of children with special educational needs. Their principal concern is thus with children who, for some reason, have been identified as problems. Secondly, academic psychologists have been more concerned, at least recently, with classroom interaction and with the processes involved in effective teaching and learning. Their starting point is the 'normal' classroom. This second tradition is sometimes known as the psychology of education, to distinguish its principal focus from that of educational psychologists. We do not find this distinction helpful. We regard the two traditions as complementary and draw on both in the course of the book.

After an introductory chapter, Chapter 2 examines contextual influences on teachers' understanding of children and on children's own development. This leads into Chapter 3, which reviews recent thinking about provision for children with special educational needs, especially learning and behavioural difficulties. Because the needs of these children cannot be seen in isolation from those of all other children in the class, Chapter 4 considers recent work on classroom interaction. Chapter 5 analyses the ways in which teachers and pupils can make sense of their experience in school and Chapter 6 approaches the vexed issue of classroom management from the position that effective management of behaviour is inextricably linked to management of learning through the curriculum. Because teachers and parents regard schools as having responsibilities which extend beyond the National Curriculum, Chapter 7 focuses on personal and social development. Chapter 8 draws together the themes of assessment and evaluation that have been introduced in previous chapters. The final chapter provides an overview and discusses a model for professional development.

### ***Why separate books on primary school teaching and secondary school teaching?***

This book has the same format, and the same chapter headings, as our earlier book *Primary School Teaching and Educational Psychology*. We originally hoped they would be published simultaneously, but this proved impossible. In theory we could have written a single book incorporating examples relevant to primary and secondary schools, with separate sections for discussion of issues applying specifically to each sector. In practice we felt strongly that this would have limited the usefulness of the book, both for students and practising teachers, and for university or college tutors. Separate volumes seemed important for two reasons.

First, any book for commencing teachers should, as we said earlier, address their *immediate* concerns. Second, we believe that the

principal contribution of educational psychology to the thinking and practice of commencing teachers lies in helping them to evaluate and make sense of their *current* classroom experience. For both reasons we felt that a single volume would dilute the message. On the other hand, we recognised that the Professional Studies component of many BEd and PGCE programmes contains a course of lectures attended jointly by secondary and primary students. Hence, the similar format of each volume acknowledges the common ground, while providing opportunities for follow-up in small groups of teachers specialising in each sector.

### ***Using the book***

Each chapter is followed by suggestions for further reading and seminar activities. The book is designed for use by practising secondary school teachers and by students on BEd and PGCE courses. It is intended to contribute to teachers' and students' professional awareness. Ideally, professional studies are integrated into the individual's own experience in the classroom. The seminar suggestions indicate some of the ways this can be achieved. Our broader aims are (a) to encourage people to review and evaluate their own experience as teachers and as learners, and (b) to arouse an interest in ways that educational psychology and other disciplines contribute to an understanding of effective teaching and learning. The book could be evaluated by the quality of discussion it provokes. As Margaret Sutherland said in her preface to *The Theory of Education*, we are sorry we shall be unable to take part in the discussion.

*David Galloway and Anne Edwards*  
*January 1992*

## **NOTE ON AUTHORSHIP**

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Planning and writing this book was a cooperative venture. Inevitably, though, there was some division of responsibilities. Each chapter went through at least two drafts as we took account of each other's criticisms. For the record, Chapters 1–3, 7 and 9 were written mainly by David Galloway, and Chapters 4–6 and 8 mainly by Anne Edwards.

## **DEDICATION**

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This book is dedicated to our long-suffering families.

## ACKNOWLEDGEMENTS

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We are grateful to the numerous students and teachers who have criticised, modified and helped to develop our thinking. Parts of Chapters 2 and 7 are reproduced from David Galloway's book *Pupil Welfare and Counselling* (Longman, 1990).

The Publishers are grateful to the following for permission to reproduce copyright material:

Harper Collins for Table 1.1 adapted from *Motivation and Personality*, 2nd edition, by Abraham H. Maslow. Copyright 1970 Abraham H. Maslow; The Journal of Philosophy, Columbia University, New York and the author Lawrence Kohlberg, for Table 7.1 – Definition of Moral Stages from *The Claim to Moral Adequacy of a Highest Stage of Moral Judgment*, Journal of Philosophy, **LXX**, **18**, (October 25, 1973): 631–2 (version).

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## ***DISCLAIMERS***

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The views expressed in this book are the authors' own and should not be taken to reflect those of their employers, nor of individuals or institutions who cooperated with any of the inquiries referred to in the book. When presenting case histories and when quoting teachers or pupils verbatim we have changed names, abbreviations of names, nicknames and other identifying characteristics.

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